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Facultad de Filosofía, Letras y Ciencias de la Educación

Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

**The effects of inductive and deductive instruction on grammar learning in the
Sophomore EFL classroom at Asuncion High School.**

Trabajo de titulación previo a la obtención del
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Autora:

Lic. Grace Catalina Mogollón Villavicencio

C.I. 0103819330

Directora:

Mst. María Daniela Calle Calle

C.I. 0102305547

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RESUMEN

En la actualidad existen varios estudios referentes a los métodos inductivos y deductivos para impartir gramática inglesa dentro del aula, sin embargo, el debate acerca de cuál de los dos sería el método más efectivo continúa, por lo que el presente estudio pretende aportar dicha temática. Éste trabajo investigativo muestra los resultados de una intervención de 6 semanas utilizando una combinación del método deductivo e inductivo para la enseñanza de gramática a un grupo control de 114 estudiantes de primero de bachillerato del colegio particular La Asunción, ubicado en Cuenca, Ecuador. Con el objetivo de establecer la comprensión y adquisición gramatical, se aplicó dos pruebas de conocimientos acerca de cuatro estructuras gramaticales específicas, una antes y otra después de la intervención, las que fueron luego analizadas estadísticamente. Así también las percepciones, motivación, expectativas y experiencias de los participantes con relación a las clases de inglés fueron analizadas a través de dos cuestionarios (antes y después del tratamiento). Las diferentes pruebas estadísticas usadas en el estudio revelaron resultados significativos que determinaron la eficacia de combinar los métodos inductivo y deductivo para mejorar la gramática. Además, la investigación estableció que los estudiantes se sentían más motivados y mejor preparados para rendir otras pruebas similares. Se puede concluir entonces que, al combinar estos dos métodos, los estudiantes mejorarían su conocimiento de gramática. Por otro lado, se consideró también a la motivación en este estudio; sin embargo, al ser un aspecto muy subjetivo se recomienda también una investigación más profunda con respecto a este tema.

Palabras clave: Métodos inductivo-deductivo. Inglés como lengua extranjera (EFL).

Aprendizaje de la gramática. Estrategias metodológicas.



ABSTRACT

Today, there are several studies concerning the effectiveness of inductive and deductive methods to teach grammar; however, the success of each method is still being discussed by researchers. This study aims to contribute to current research on inductive and deductive approaches by focusing on the combination of these two methodologies in order to improve grammar. An intervention was carried out with 114 high school sophomore students from La Asuncion located in Cuenca, Ecuador. The intervention was conducted for six weeks (regular curriculum activity unit) using a mixed methods perspective through the analysis of different data gathered. A pre and posttests were applied before and after the intervention to determine if there was any grammatical improvement. In order to seek information about students' perceptions as well as motivation, two questionnaires were used and then analyzed. The study utilized different statistical techniques to aid the author interpreting the final results. The research established that the students felt more motivated and more prepared to take similar tests in the future. It can be concluded that if teachers combine inductive and deductive approaches, students will improve their grammatical competence. Since this study also analyzed students' motivation, which tends to be a very subjective matter; so that a more in-depth investigation is recommended.

Keywords: Inductive and deductive approaches. English as a foreign language (EFL). Grammar learning. Methodological strategies.



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C.I: 0103819330



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Grace Catalina Mogollón Villavicencio

C.I: 0103819330



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DEDICATION

To my love Diego, my beautiful sons David and Andres and my little princess Amelia. You are the main reason to fulfill this dream. Your love and support during this journey have motivated me to finish this project. You are the best thing that happened to me.

Therefore, this work is for you.



INTRODUCTION

In Ecuador, the need for learning English as a foreign language has dramatically increased over the years, due to many factors; such as tourist propaganda, educational programs abroad, and scholarships among others. People consider learning English as a priority either to improve their business or to grow academically. This fact has had an essential impact on teachers of English, not only in Ecuador but also around the world. Teaching a new language is not an easy task so that teachers strive to find methodological strategies that can give their students better opportunities to learn, especially grammar that sometimes it is considered one of the most challenging skills to learn. Grammar has always been a concern, as Rutherford (1987) affirms that the teaching of grammar has regularly been equal with foreign language instruction.

Therefore, the importance of teaching grammar in the foreign language seems undeniable. The real issue lays on the way teachers approach grammatical features with their students in a regular classroom setting. It has been an unending discussion whether grammar should be taught inductively or deductively in order for students to improve their grammar learning. According to the learning theory of the acquisition and learning distinction by Krashen (1988), adults present two independent learning systems: *the acquired system* is the product of an unconscious process, which involves meaningful interaction in the target language. *The learned system*, on the other hand, is the production of conscious knowledge which requires an explicit explanation of forms. The former one corresponds to the inductive instruction while the latter refers to the deductive approach; with this premise, it can be said that both aids in some way to enhance the learning of a new language. Based on the role of each perspective this study aims to take the advantages from both approaches to improve grammar learning.



There are also some other issues regarding language learning, one of the most relevant has been motivation. Motivation is strictly (Freeman & Scheidecker, 1999) (Haight, Carol, & Cole, 2007) (Krashen, 1989) related to willingness to learn; therefore it directly influences language acquisition. According to Dörnyei (2001), motivation describes the reasons people choose to do something; besides the effort, they put on it and, the amount of time they plan to sustain the chosen activity. Consequently, it seems relevant to monitor students' perceptions and feelings during the learning process due to its effects on language acquisition.

Although inductive and deductive methodological strategies are crucial to teach a new language, research related to these approaches are scarce in Latin America and even more in Ecuador. Most of the existent studies about the topic focus on either inductive or deductive instructions separately, instead of combining both to enhance language learning. In order to contribute to the field of language teaching, the present study was conducted to determine the effectiveness on grammar learning by using both methods, inductive and deductive instruction, through the application of different methodological strategies in a regular learning environment. The research was also structured to provide information about students' perceptions regarding prior English experience, motivation, future expectations and their insights about the intervention itself. This intervention took place in Ecuador, at La Asuncion High School and it involved 114 sophomore students who participated in the treatment for six weeks.

The present investigation work includes five chapters describing the background, literature review, methodology, data analysis, findings and discussion relating the intervention conducted.

The first chapter provides a research description which includes the significance of the study as well as its purpose. It also presents the problem statement, the scope of the study



besides research questions and the general and specific objectives to carry out the research.

This chapter concludes by providing terminology and definitions used throughout the study.

Chapter two presents a review of the theoretical underpinnings related to inductive and deductive instruction for language teaching in order to support this study. It also includes a brief historical view of language theories besides research on previous academic work done on the topic. The challenges and benefits connected to inductive and deductive instruction are also discussed.

Chapter three details the methodology used for the study including the different instruments used as well as a description of qualitative and quantitative data gathering process. The chapter also presents the participants' characteristics and the different activities applied during the intervention.

The fourth chapter offers an in-depth analysis of the findings after the intervention. Results from pre and post-tests were statically compared and discussed. Also, in order to triangulate the information, an interpretation of qualitative results was presented.

The last chapter features the conclusions according to the posed research questions. Limitations and recommendations for further research on the topic are also presented, as well as some implications of the present study to the English teaching field.

CHAPTER I: RESEARCH DESCRIPTION

1.1. Purpose and Significance of the Study

Nowadays teachers are looking for new ways of teaching in order to engage students in their learning process. There are many strategies that teachers can use to motivate students to continue their learning progress outside of the classroom. Nonetheless, it is crucial for



teachers to know how to apply these strategies properly to conduct and guide students in a positive way, even though; difficulties in the EFL classroom sometimes come across. One of the most critical issues is grammar learning and acquisition. There are times when the students find it very complicated to acquire grammar, which directly affects their performance in the target language.

For many years, there has been an endless debate about which are the most accurate ways of teaching grammar in a regular environment, taking into account that most of the time the classroom is the only contact that students have with the target language. Some factors can present an essential influence in the learning of grammar features.

Other factors that influence when learning a new language could be internal or external. Regarding the internal factors, the most important one is motivation. When a student is motivated to learn, he or she becomes more predisposed and more likely to grasp things more comfortable than someone who does not feel quite interested in doing it. As Scheidecker and Freeman (1999) concluded: “Motivation is, without question, the most complex and challenging issue facing teachers today” (p. 116). Thus, such a premise supports the relevance of this research to pay attention to motivation in the classroom. External factors, on the other hand, involve situations that do not depend on the teacher nor the students, but rather on the circumstances. These factors may include the support of the schools or language learning institutes or, in the case of teenagers, the support of parents to complete their foreign language learning.

Additionally, the course objectives play an essential role; they should be posted based on the specific needs and expectations that learners have from the course. These objectives will influence how teachers approach a class in order to make sure if students’ requirements



meet. These types of factors are crucial to have a good learning environment and often they are not being taken into consideration.

The purpose of the present study is to develop students' grammar learning through the application of both deductive and inductive activities using a varied of didactic materials to present grammatical structures in the target language focusing on form as well as meaning.

There are several strategies that teachers could use to clarify meaning while practicing grammar at the same time. By combining both, inductive and deductive approaches students tend to increase learning effectiveness because they would be abler to relate content with the message they try to deliver. Authors like; Haight, Herron, and Cole, (2007), assert that when teachers use deductive and inductive strategies in the classroom students feel more motivated, and thus improve awareness towards their learning process.

1.2. Problem Statement

In many different countries, a considerable amount of research has been done in the field of grammar instruction. There are learning-teaching strategies that have been applied in the EFL classroom to foster student's grammar learning. This research focused on determining the effects of inductive and deductive instruction, on grammar learning with sophomore students at Asuncion High School in the city of Cuenca-Ecuador.

According to Krashen (2003), we acquire language when we understand and can convey a message. Therefore, our production ability emerges gradually. This language acquisition happens after long-term exposure to the target language, which is called the comprehensible input. It is important to mention that learning English as a foreign language is very challenging especially in a non-English speaking environment. When students need to communicate using the target language, they feel insecure because they are not able to apply



their grammar knowledge in context, and isolated grammar exercises do not fulfill students' expectations about learning a new language. Some strategies could help students acquire grammatical skills more accurately. Research developed in this field stated that teaching grammar inductively has a positive impact on grammar learning, especially by eliciting students' interests using engaging strategies that grab their attention more easily (Nunn, 2007). However, there is another critical approach which has mainly been studied, and it has to do with grammatical forms given to the students in an explicit way. This explicit instruction leads to the awareness of language features that research on the field has proved to be more beneficial to students, especially in taking standardized tests.

Therefore, since both types of instruction seem to have some valuable results in different contexts, this research found it crucial to conduct a study combining inductive and deductive strategies at the same time in a regular EFL classroom, in order to pursue a better understanding of using both approaches. The following research question was asked:

- To what degree does the application of inductive and deductive strategies enhance students' grammar learning?

1.3. Rationale

Grammar learning has been a complex issue for a very long time. This specific aspect of a language is considered crucial, yet it is one of the most difficult skills for students to achieve when learning a foreign language. There are many inductive and deductive strategies to teach grammar to EFL students. Inductive strategies aim to foster students to produce language only in an informal way causing a tendency to have students fail some assessment instruments, especially a standardized test. Thus, these strategies do not seem to fulfill students' needs to enable them to communicate competently.



Nevertheless, according to Savage, Bitterlin, and Price (2010) grammar has been seen as a set of rules to memorize and as a part of knowledge to study rather than a skill to practice and develop. Teaching language using this knowledge-transmission approach has led to limited language acquisition. Thus, students know the rules and structures, but they are not able to produce or use the target language accurately.

Many researchers, mainly Krashen (2003) and Chomsky (1965), have stated that knowing grammar rules does not lead to the mastery of a language. They believe it is possible to acquire a language inductively without any grammar instruction as children do when they first learn a language, supporting its acquisition through presenting contextualized language rather than referring to specific rules and forms at all.

On the other hand, according to my own teaching experience, deductive instruction has been more effective when students have to pass a written test, which seems to be the primary objective, especially in high school. Lightbown and Spada (2013) investigated and concluded that both, inductive and deductive instruction could be advantageous according to the element to be acquired or the learner's unique characteristics. Therefore, isolated lessons can help learners to overcome problems related to their L1 interlanguage influence and integrated activities may aid them to develop fluency needed for communication outside of the classroom. Hence, it appeared quite useful to apply some deductive and inductive strategies in the EFL classroom to see the effects on the improvement of grammar skills.

1.4. Objectives

General:

- To determine students' grammar comprehension using deductive and inductive grammar instruction.



Specifics:

- To establish the effectiveness of using both inductive and deductive strategies in the EFL classroom.
- To explore students' perceptions about how grammar is taught using inductive and deductive strategies in the EFL classroom.

1.5. The scope of the study

The present study approaches an experimental intervention including a pre-test and a post-test, two questionnaires, one before and another after the intervention; all of it within a sequential embedded mixed method approach. It is relevant to state that the intervention will take thirty-two hours. The study takes place in the city of Cuenca-Ecuador in a prestigious educational institution with 114 teenage students, who are sophomores in high school and study English as a Foreign Language. Students had been scheduled five pedagogical hours of English per week by the school academic staff before the school year started. The research is conducted during this regular term in the years 2016-2017. Before carrying the investigation, the study has received the approval of the institution's authorities as well as the consent of the parents of the participating students. Another critical issue to mention is the global variables of this study, which included their operationalization.

Independent Variable	Dependent Variable	Indicators
Inductive and Deductive Instruction	Grammar Learning	Students' scores through the application of a pre and a post-test.



1.6. Ethical Considerations

The study was conducted in a private high school where English classes are mandatory, but since students are minor, a consent was completed by their parents who were asked to sign a form which had detailed all the procedures that the study was going to apply. It included the purpose of the study, the methodology, and data collection techniques. This form clearly stated that confidentiality was guaranteed and that it was not going to affect students' grades at any circumstances. Moreover, formal permission was requested from the Institution's Dean before the study began.

1.7. Terminology

Different terms refer to inductive and deductive teaching and learning approaches. For inductive approaches, we have implicit learning and focus on meaning. However, there has been a debate to categorize over the precise terminology between deductive and inductive learning Sharwood, 2000; Ellis, 2006; Long, 1991; Spada, 1997. Thus, the terms *'formS-focused or 'focus on formS' instruction'* widely practices describing any pedagogical effort which is used to draw learners' attention to language form or structures. Thus, it refers merely to the specific emphasis on language features. Writers have sought to distinguish between *'focus on formS'* and *'form-focused,'* the second refers when the teacher induces learners to pay attention to the meaning they want to convey without focusing on any linguistic feature. Another popular term that is used to teach grammar in context is *'focus on meaning,'* which pays more attention to the connotation of the message instead of its forms and structures.

Furthermore, the terms explicit and implicit instruction is also used to refer to deductive and inductive approaches respectively. However, this study preferred to use the terms, deductive and inductive instruction; although other popular terms will be mentioned



throughout this study. It was considered essential to present this brief explanation about such terms generally used in second and foreign language teaching and learning. This brief explanation will be helpful so to comprehend relevant parts of the study and to identify related vocabulary.

1.8. Definitions

The study will use the following terms:

1.8.1. English as a Foreign Language (EFL)

English as a foreign language is a term that refers to the English instruction, which takes place in a non-English environment or when English is taught in countries where this is not the primary language (Gunderson, D'Silva, & Odo, 2014). Therefore, the only contact that students have with the target language is in the EFL classroom. Since in Ecuador the official language is Spanish, teachers have to create different opportunities where students can get the chance to practice and produce what has been learned in class.

1.8.2. Language Acquisition versus Language Learning

According to Krashen (1989), we acquire language when we understand and can convey a message. Therefore, our production ability emerges progressively as children acquire their first language, without noticing grammatical features. Further, Chomsky's linguistic theory, 1988 affirms that we are born with the ability to learn a language to communicate and that we have a language acquisition device which makes this learning a natural condition for all human beings. Although as we age, learning a new language becomes harder, so children tend to learn languages easily than adults.

On the contrary, language learning is the result of direct instruction of rules, and grammatical patterns and students are conscious about their knowledge of a language.



Although students know the rules of a target language, they might not be able to communicate appropriately and, according to Krashen (2003) students who received formal instruction may learn the language, they may never fully acquire it.

1.8.3. Grammar and learning

The importance of grammar in foreign and second language has always been a complicated issue to discuss. However, grammar has also been defined as an essential part of learning a new language, so the way teachers approach this matter in a regular classroom environment, it will probably make the difference between grammar acquisition and grammar learning.

On one hand, grammar can mean a structured system of rules that allows people who use it to create a sense, by building sentences formed by words. Grammar is a set of rules of a language that manage the sounds, words, sentences and other elements, as their combination and interpretation. This system depends on word order, inflection, and function of words. Therefore, grammar can be understood as the study of how a language works, specifically, to give meaning to an utterance. It deals with classes of words, inflections or other means of indicating relation to each other, functions and relations in the sentences, and it describes, analyzes, and formulizes formal language patterns (Wilcox, 2004).

A traditional definition of learning is the one linked to behavior. Habituation is an example of this class of learning, when it is referred to a reduction in the response as a result of a repeated stimulus. Another example is related to a typical conditioning or Pavlovian conditioning, in which a person learns thanks to one stimulus. A third type of learning can be defined as the changes in behavior because of the relationship between a behavior and environment stimuli. There are differences among these definitions that bring distinctions in pedagogical terms. For example, one concept is related to a functional learning, and the

second one is studied under a cognitive perspective (De Houwer, Barnes-Holmes, & Moors, 2013). The cognitive perspective of learning has some branches, and the one with the most influence is the *Constructivism*. This is a theory that emphasizes that learning is an activity that is individual to the learner, and, in consequence, students will use their perception to make sense of all the data they receive every day in formal and informal education environments, constructing their own meaning from the information. It implies that teachers must modify the way they teach, focusing on students' process of acquiring new knowledge. Students become expert learners since they manage to have the elemental tools to keep learning, sometimes without the teachers' assistance (Bada, 2015).

According to the concepts of grammar and learning, it is possible to establish that learning grammar is to acquire a set of rules to understand and produce a language in different dimensions of communication by constructing self-knowledge and conscience about the features of the language.

1.8.4. Skills

Overall, skill is the ability to do something well, like swimming, playing a musical instrument or speaking a language. Thus, language as a skill is a cognitive and complicated process in which four sub-skills are involved. Speaking, writing, listening and reading. These skills might be classified as follows (Husain, 2015):

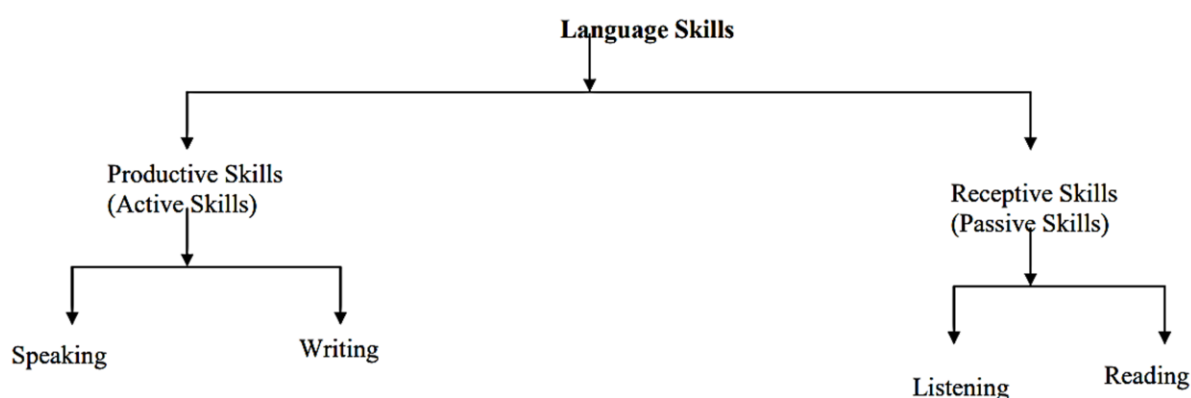




Figure 1: Classification of Language Skills
By Husain, 2015, *Language and Language Skills*, p. 2

CHAPTER II: REVIEW OF THE LITERATURE

2.1 Background Overview.

The importance of learning a new language has been increasing over the years due to the globalization and the technological development the world has been through over the past years. Teachers have always been searching for different ways to engage students in the learning process. Many aspects of learning a new language represent an issue for students; as pronunciation, spelling, and grammar among others. Therefore, the following chapter will focus on the most relevant literature extant highlighting second language acquisition theories, classroom motivation, the importance of grammar, learning objectives and teaching strategies in order to enrich the aim of the present study. Additionally, the concepts and challenges on the application of inductive and deductive approaches will provide a complete overview of these teaching methods.

Moreover, previous research work will be described as a relevant reference for the relevance of this study. Such studies will give a clearer idea about the existing gap in the field of inductive and deductive methodological strategies, which have been applied in the EFL classrooms around the world within different contexts.



2.2. Theoretical foundations

2.2.1. Second Language Acquisition

Second Language Acquisition Theory (SLA) studies how a second language is learned, especially with a small amount of exposure to that language. It also studies the reasons why learners do not achieve the same language proficiency as they do in their first language. Besides, SLA is closely related with areas such as linguistics, psychology, sociology and much more; taking into consideration, that language, in general, is an essential part of a human being's ability to communicate with others (Selinker & Lakshmanan, 2001)

The linguist, educational researcher, and activist, Stephen Krashen, developed one of the most relevant theories of Second Language Acquisition.

Krashen's (1989) second language acquisition theory is called "The Monitor Model" which consists of five main hypotheses that will be developed forthwith.

2.2.1.1. The Monitor Model

2.2.1.1.1. The Acquisition-Learning Distinction

The acquisition-learning distinction affirms that adults have two different independent systems of developing competence in a second language: 'the acquired system' and 'the learned system.' Krashen, states that the 'acquired system' or 'acquisition' is the product of a subconscious process, which in the case of this study, it would be the inductive learning process. It requires meaningful interaction in the target language in which speakers are concentrated not on the form of their utterances, but on the communicative act. The learner is not aware of the rules while using the target language but rather, on the message he wants to convey. Language acquisition includes implicit, informal or natural learning.



The 'the learned system'; on the other hand, is the product of formal instruction and it involves a conscious process causing awareness about the structures of a language as the knowledge of grammar rules, this would have referred as the deductive learning process. This system is related to formal knowledge or explicit learning. According to Krashen (1998), the acquisition is more important than learning. Nevertheless, this statement would depend directly on the purpose of learning a foreign language.

2.2.1.1.2. The Natural Order Hypothesis

The natural order hypothesis states that grammar acquisition continues in a precise or predictable order, in other words, grammatical structures tend to be acquired in a specific sequence; for example, in the English language, the “*ing*”- for the present progressive seems to be easier to grasp than the “*s*” for the third person singular. Most studies have shown that there is an important correlation between first and second language acquisition in respect to grammatical patterns (Krashen & Scarcella, 1978). These patterns (see figure 2) could be useful to determine easier or less complex, grammar structures in order to design a better curriculum introducing grammatical features in a more accurate order. After many empirical studies done in the grammar field and since English might be the most studied language relating to grammar patterns, it was common to find some similarities in the sequence of certain grammatical features that were learned in the same order whether or not learners have received any English instruction before. Brown (1973), states that children who attained English as a first language tended to use some specific grammatical morphemes and function words before others. Although the author about this hypothesis stating that points out pedagogical implications, this “natural order” should not be the only reference to design syllabus. The following order was a result of analysis from empirical studies of second language acquisition (Krashen, 1978).

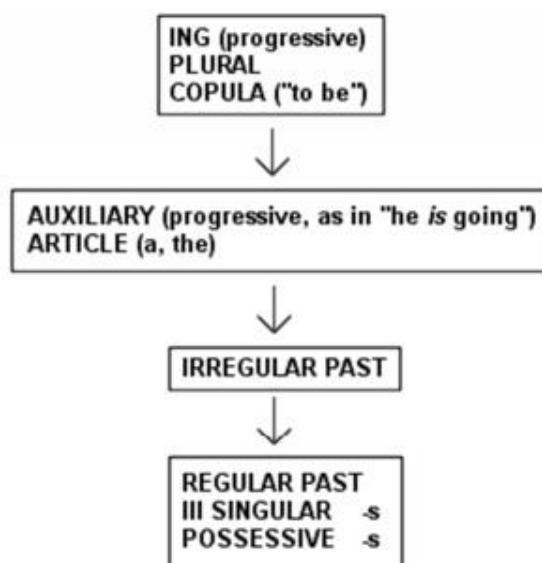


Figure 2: "Average" order of acquisition of grammatical morphemes for English as a second language (children and adults)

By Krashen, 1982, *Principles and Practice in Second Language Acquisition*, p. 16

2.2.1.1.3. The Monitor Hypothesis

The monitor hypothesis consists in the distinction of acquisition and learning which are two separate processes used in specific ways, the first would be the inductive process and the second the deductive one, even though it is unclear how L2 performers use these two systems (Krashen, 1988). The acquired system is related to language production, and the leading role of the learned system is to inspect or monitor the accuracy in the application of explicit knowledge (De Angelis & Selinker, 2001). Acquisition has to do with utterances leading to fluency and learning has the purpose of being a monitor or editor. In other words, this hypothesis concludes that conscious learning performs a limited part in second language production. L2 learners can use conscious rules when three conditions are met; enough time, focus on form and rule awareness. Thus, it changes the error pattern which reflects the



contribution of conscious grammar. The monitor using ends in the improvement of “late acquired items” that the learner has learned, but has not yet acquired. However, the monitor use would allow supplying items that are not acquired by performers. Also, this performance would depend on the individual variation in Monitor use (Krashen, 1982).

2.2.1.1.4. The Input Hypothesis

The input hypothesis, according to Krashen (1989), is directly related to the acquisition by understanding a language which has grammatical structures, but it focuses on meaning and goes beyond an existing level of competence. However, fluency, on the other hand, is something that cannot be taught instead it emerges over time with continuous practice because early speech is not usually accurate enough regarding grammar. The speaking skill will develop according to the amount of exposure and understanding of the second language. This theory also expects that a regular learning environment might be an excellent place for second language acquisition, providing enough comprehensible input to improve, at least, up to the intermediate level.

2.2.1.1.5. The Affective Filter Hypothesis

The affective filter hypothesis assumes that emotional issues are related to second language acquisition processes. Dulay and Burt (1977) who coincide with research done by Krashen (1981) have shown that affective variables influence to improve in second language acquisition. There are some factors which are believed to affect this acquisition: Motivation, self-confidence, attitude, and anxiety; thus, high motivation, good self-esteem, willingness to learn and low anxiety appear to do better in second language acquisition (SLA). Learners with a weaker affective filter seek and get more comprehensible input becoming more open to learning, and they internalize language knowledge better (Stevick, 1976). Therefore, teachers should select methodological strategies not only focusing on giving enough input or



rules but rather creating a low anxiety environment. Thus, the comprehensible input focuses on the specific message wanted to be delivered instead of how it is structured; however, a low anxiety environment is needed in order to infer contents more easily. This learning theory points out that if the learner has a reduced level of some specific factors, the learning process will be more proficient; due to the hypothesis which suggests that learning depends on students' level of their affective filter based on the relationship between the affective variables and the acquisition process of a second language. Dulay and Burt (1977) theorized that the "affective filter" avoids the active practice of the input for language acquisition. In short, it asserts that even though the learner receives enough input from the target language, he or she would not be able to take advantage of it due to the high affective filter. Moreover, the degree of the affective filter could influence some other factors including motivation, aptitude, and willingness to learn a new language.

2.3. Grammar as a Language Component

Grammar is considered a crucial component of a language, without which, the productive skills would be labeled as broken, unintelligible or even uneducated. It is known that children internalize or acquire the system of their first language, including grammar, subconsciously; mainly because they get enough input of the target language. Nevertheless, when learning a foreign language, the exposure to the target language is limited, so grammar features need to be taught, most of the time, explicitly or consciously. It is important to notice that native speakers and foreign learners acquire the language under different processes, but in both, grammar is an essential component.

Grammar is a key component of the language because of its usefulness rather than the study of its characteristics, since it allows people communication, functioning as an aid to learning and not just as an object for knowledge itself (Saaristo, 2015). Grammar is not only a



dead set of rules but alive structures to communicate thoughts and feelings, so it is fundamental to analyze it under a broader viewpoint that consider possible scenarios of learning and teaching it. (Saaristo, 2015).

2.3.1. The importance of Grammar in Language Learning

Grammar is the foundation of a language, and it has patterns that have to be mastered in order to convey a precise meaning and to communicate accurately. With this premise, it is meant that if somebody needs to be a good speaker or writer it is crucial to understand how to put the patterns together, especially for academic purposes. Richards and Renandya (2002) pointed out that "knowledge of the grammatical system of the language...was one of the main components which underlay the notion of communicative competence" (p. 145). This view leads to the idea that knowledge of grammar is a crucial skill to develop and that is why grammar cannot be put aside. Consequently, grammar embraces a paramount part of teaching a new language, but it should be conducted accurately in order to use and apply the language properly. The debate about how grammar should be taught is an ongoing concern for language educators as well as the way to do so; either deductively or inductively, has had several implications in the EFL classroom.

Therefore, the aim of this research does not focus on which instructional approach teachers should impart. Instead, it seeks to understand the effects that deductive and inductive ways of teaching grammar could have when these two approaches are adapted and combined appropriately for a better language teaching experience. Hence, none of the assumptions that underlie each position should be taken for granted, nor should it be assumed that one instruction is better than the other is. In order to understand the importance of teaching grammatical features, it is fundamental to have a clear concept about grammar, and for a more widely reference Ellis (2006), gives a strong definition:



Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them to understand it metalinguistically or process it in comprehension and production so that they can internalize it (p. 84).

It is also essential for teachers to determine to what extent they ought to address grammar in the EFL classroom. Class' objectives could be a guide to define the amount of grammar that should be taught. If the skills of listening and reading need to be more developed, focusing on grammar is not justified. However, if the students are literate and need to develop speaking and writing, the importance of grammar increases. Teachers should consider some characteristics before deciding the importance of grammar for a specific group of students. There is a handy chart to help teachers decide the degree of grammar that should be taught to a particularly given class. The grid shows different learner variables and instructional variables which students might present: age, educational level, skill, register and more. Teachers have to identify their learners' characteristics first, the more factors they find on the left, the less significant is to focus on explicit grammar, and the more factors teachers find on the right side, the more important is that to focus on grammar structures.

Table 2:

Variables that Determine the Importance of Grammar



	Less Important	Focus on Form	More Important
Learner Variables			
1. Age	children	adolescents	adults
2. Proficiency Level	beginning	intermediate	advanced
3. Educational	pre-literate; no formal education	semi-literate; some formal education	literate; well educated
Instructional Variables			
4. Skill	listening, reading	speaking	writing
5. Register	informal	consultative ³	formal
6. Need/Use	survival communication	vocational	professional

"Making Informed Decisions about the Role of Grammar in Language Teaching" by M. Celce-Murcia, 1985, February, TESOL Newsletter, p. 298.

When teachers have, a group of children or a group of students that need to learn English for natural or survival reasons the emphasis on grammar ought not to be that important. Further, when students are well educated or need a professional instruction, the grammar emphasis tends to be more relevant. For this study, for example, the focus on the structures is considerable, due to the variables adolescents show in the grid.

Therefore, teachers have to analyze each learning-teaching context in order to establish whether grammar should be highlighted or not. Learners' characteristics and purposes will be then, the most important factors when determining the focus on grammar structures. Besides grammar could be increased along the course, depending on the learners' expectations (Celce-Murcia, 1985). Again, teachers can identify learners' priorities and combine different approaches and strategies to present grammar features to their students.

2.3.2. Inductive and Deductive Grammar

Deductive and inductive are two different approaches to present grammar by the teacher, which involves strategies and the use of materials such as books, posters, videos in diverse



ways. On one hand, the deductive approach provides the student a rule, which later will be practiced using the inferences regarding the target language. On the other hand, during the inductive approach the student start from ~~the~~ samples of language previously provided, to determine a rule. Thus, these two approaches could be summarized in the following way:

Inductive: Provides grammatical examples in context and a lot of input, so students can deduce the rule (give examples > infer rules from examples). Therefore, deductive grammar processing goes from a general explanation to individual practice, while inductive presentation, goes from different examples to infer a general rule. Inductive teaching can provide greater participation in the understanding of the target language as students deduct the different grammar rules and the use of the language being studied. This approach helps students correcting their mistakes by using their own examples; it also helps teachers monitoring students' improvements.

Inductive is a bottom-up approach that gives learners a greater responsibility over what they are learning, since grammatical rules are not exactly given, instead, specific materials illustrate the use of the target language, so students are able to *induce* grammatical rules from their own experiences using the language. Teachers should expose students to language rules through a series of situations and examples, substituting tables and concepts so students can induce the rules themselves. In this context of learning, at the end of the exposure and discussion about students' experiences with the inputs, feedback is presented by the teacher, involving the provision of language rules and the demonstration of how new structures are formed (George & Joseph, 2014).

Deductive: First the grammatical rules are presented, and then learners put them into practice (rule > practice). The deductive approach is the more traditional and prevalent even today. It is typical that after the grammatical presentation, the student completes exercises as



filling gaps using specific structures. This approach is used more frequent in academic settings than in informal learning environments.

In a general way, to teach grammar through this approach means that teachers have to introduce rules, so students can apply them in significant contexts of learning. A teacher goes from the more general concepts to the more specific ways to apply these concepts in different areas. Once students have a complete understanding of the grammatical rules explained by the expert teacher, next students practice the rule with drills and translation into and out of the target language. The presentation of the rules by the teacher is a key component in this approach, due to the influence of their comprehension and application. Another important element is that teachers make learners notice certain elements that they may not notice without the teachers' expertise. If students internalize the rules quickly, they will have more time to practice the structure (Gorat & Prijambodo, 2013).

Consequently, a mixed approach, which combines both methodologies seems to suit better most of the students' needs in order to learn grammar. In any case, it should not be forgotten that grammar is an important element to achieve communicative competence.

2.4. Deductive vs. Inductive

Deductive and inductive are two different methods to approach teaching practice. These are usually applied separately, due to their different perspective, and this is the main reason why people do not frequently use both approaches in parallel. Therefore, it seems relevant to go deeper into their specific characteristics.



Thus, what indeed involves deductive learning? Since this study focuses on these two ways of teaching, it is crucial to clarify more deeply the special characteristics that these two language instructions have in the classroom.

The deductive approach focuses on presenting the rule before working on any structural forms, drawing the learner's attention to grammatical features first with an explicit explanation. Therefore, the deductive instruction is known to start from the more specific to broader information of a topic (Fischer, 1979). Another characteristic of a deductive instruction is that a specific grammatical feature is presented to the students before any other activity planned for a class.

On the contrary, inductive instruction starts from a general view to a narrower point or the most specific function of a language. Thus, introducing new information and connecting it to the prior known material is called inductive learning. This type of learning is advantageous because inductive methodologies lead to academic improvement and the enhancement of reasoning skills, which combined with deductive instruction can be even more beneficial. Consequently, inductive instruction presents grammatical structures through a practice lesson which is linked to a related context and meaning. It also tends to draw learners' attention to grammar rules after each lesson (Seliger, 1975). Inductive instruction has its roots in the Audio-Lingual method from the sixties. It involved the presentation of a series of examples and drills without presenting any rule at the beginning of a lesson, then any grammar explanation was given at the end of it (Fischer, 1979).

Furthermore, learning a language involves numerous mental processes, which are interrelated and connected in a certain way in order to use all the knowledge correctly. It means that there is a logical sequence that makes leaning possible (Pajares, 1992). Some authors affirm that grammar acquisition has two mental stages. The first mental stage is the



declarative knowledge that happens when a person is conscious of the use of a linguistic form. The second requires procedural knowledge, which aims to apply the data by using implicit learning. The latter makes possible for a learner to use a specific form in order to understand or produce language, without necessarily being able to explain why it is being used (Anderson, 1982; Bley-Vroman, 1988; DeKeyser, 1998). How the human brain works is an essential characteristic and a valid reason why teachers do not have to choose between the deductive and inductive approaches, but instead take the advantages from both of them to fulfill their students' needs.

There are distinctive characteristics that inductive and deductive instructions usually present, some of them are shown below for a clearer understanding.

Table 1
Inductive and Deductive Learning Characteristics

Characteristic	Inductive Instruction	Deductive Instruction
Method	From a general view to a narrower point.	From a specific perspective to broader information.
Strategies	Grammar is presented in context.	Explicit presentation of grammar features.
Brain's Role	Unconscious learning.	Learning awareness.



Purpose	Informal Instruction.	Formal or professional development.
Grammar within a lesson	The grammatical pattern is presented at the end of a lesson.	Grammar structures are presented at the beginning of a lesson.
Approach	Language Acquisition	Language Learning

By: Author

Then, from this view, it can be said that deductive and inductive learning are indisputably different, but; one can complement the other. The distinction relies on the objective of each lesson, and the objective of the course itself. Every student has his or her own goal and reason why he or she is learning a new language. It is so, from this perspective we cannot discard any instructional approach or affirm that one is more efficient than the other is. Additionally, some authors (Brown & Hanlon, 1970; Brown, Cazden, & Bellugi, 1973) affirm that it requires meaningful interactions in the target language--natural communication--in which speakers are concerned not with the form of their utterances but with the messages, they are conveying and understanding. Investigators also affirm that conscious language learning is thought to be significant by error correction and the presentation of explicit rules (Krashen et al., 1978).

Another critical difference between deductive and inductive learning is similar to the distinction between language acquisition and language learning. Acquiring a language means to internalize it gradually or inductively, in order to gain the ability to communicate without necessarily being conscious about the rules or deductively, while learning a language means that more progress is needed (Lin, 2008).



Furthermore, research advocates that inductive as well as deductive types of instruction can be valuable, depending on the language feature to be learned and, of course, on the peculiar individualities of the learner. Another essential characteristic is the conditions of the learning environment. For instance, explicit instruction within lessons might be helpful in a classroom that shares the same first language aid difficulties associated with L1 interference. On the other hand, the implicit instruction might be beneficial to learners in developing fluency needed for communication outside of the classroom. Thus, data suggest that language teachers and learners can rip the benefits of both of these types of instruction (Spada & Lightbown, 2008).

According to Krashen (1982), learners can focus on grammar rules, giving significant use and meaning while performing different tasks. Learners need significant exchanges in the target language in which speakers focus on the message they try to deliver, rather than the form of the utterances being used. On the other hand, conscious language learning is thought to be significant by error correction and the presentation of explicit rules. Thus, language acquisition seems to require unconscious input as well as conscious awareness about its forms and use.

Moreover, teachers have to be very critical now of selecting different methodological strategies for each lesson because their effectiveness would rely on the unique features of the learners and their needs, structures to be acquired and class objectives. Besides, it is essential to keep in mind that an explicit instruction does not necessarily mean that learners will recognize and understand a grammatical structure nor an implicit instruction leads to the use and acquisition of the same grammatical structure in a communicative act. Teachers and learners' perspectives might be different, again, according to needs as well as previous knowledge and target language interaction. For example, one compelling evidence I have



seen and perceived from my own teaching experience is that adult learners usually show the necessity of having the grammar feature exposed in chunks while young learners, especially children, seem to be more comfortable receiving the same grammar integrated into communicative tasks. In short, both approaches can use explicit feedback, rules presentation, general explanation, and metalinguistic language.

Methodologists have been using some other terms to refer to these deductive and inductive approaches; the most common ones would be the explicit and implicit instructions. The first one makes the learner pay attention to the rule or language form while the latter refers to the inductive method giving more attention to the context first, in order to let learners infer the rule after receiving some input from the target language. However, the latest terms that are being used the most are *Focus on form* and *Focus on formS*. The former one represents the implicit learning, paying more attention to the meaning or the communicative act; and the second one refers to traditional ways of teaching grammar in earlier times using explicit instruction, focusing on structures and generalization of rules (Long, 1991).

Grammar is indeed a fundamental issue for English teachers, and it is up to them to decide how to address it in the EFL classroom, taking into account the students' priorities and goals. Grammar importance is the reason why teachers must study the special characteristics of each class and explore the best strategies to meet the students' expectations.

2.5. Motivation in Language Learning

As stated before, the affective filter has a direct relation with motivation in learning the target language. Many authors (Selinker, 1972; Krashen, Butler, Birnbaum, & Robertson, 1978) have investigated second language acquisition as a learning theory. They state that teachers can use diverse strategies to foster students' motivation of improving their communicative competence and that teachers should not focus only on grammar rules but



instead focus on the significant meaning students are aiming to transmit. Motivation, according to Dörnyei (2001), is a special characteristic of the human mind; consequently, it has been a critical issue for teachers and researchers because it seems to play a crucial role in any learning situation and it could lead either to one's failure or success in acquiring a target language. The notion of motivation within a learning context has been crucial because it is considered to influence in the ability to learn a second or foreign language. This statement is based on the belief that higher motivation will result in better learning acquisition of a new language (Dörnyei, 1994; Dörnyei, 1998; Gardner, Lalonde, & Moorcroft, 1985).

The process of learning a foreign or second language differs from the way we learn other subjects like social studies or physics as examples. A new language involves the acquisition and the ability to express opinions and ideas in a different way of thinking as we do in our mother tongue. This premise supports the idea of incorporating inductive and deductive instruction to improve motivation in learning grammar features from a new language. There is considerable evidence that incorporating meaning and form teaching promotes effective performance, especially in written tests. Inductive reasoning is thought to be an essential component in academic achievement; consequently, these strategies tend to increase students' motivation helping minimize their anxiety which enables to improve their language learning (Dörnyei, 2001). Additionally, this type of instruction could help to accelerate the speed at which learners gain grammatical structures increasing learner's accuracy in using them (Klapper & Rees, 2003).

Motivation is considered a serious issue in education. It is a psychological factor which impacts on success in learning a second language (Dörnyei, 2001). When students feel motivated their anxiety decreases making it easier to produce language, either written or orally. Classrooms that encourage low filters are those that promote low anxiety among



students who keep them "off the defensive" (Stevick, 1976). Moreover, many studies have delivered results that show motivation signals language-learning achievement.

Additionally, Dörnyei (2001) also affirms that from his own experience “99 per cent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude” (p. 2). Thus, aptitude is also an important factor that influences directly on the motivation of learning a new language. It is simple, and at the same time; complex, ability or talent for learning languages and it has nothing to do with general intelligence. Therefore, many psychologists believe that there are many types of intelligence. Aptitude has been mostly overlooked in second and foreign language research, although some studies have provided information that aptitude is an important differentiating factor which directly influences foreign language learning (Carroll & Sapon, 1959). Skehan (1991) states that “aptitude is consistently the best predictor of language learning success” (p.38). It is also exciting, as well as relevant, for this research to mention that this author also questioned the suitability to separate grammar forms or structures with inductive or implicit instruction or language learning ability. He recommended that these could be comprised as one ability that is called: language analytic ability. In short, it is undeniable that every learner is different; therefore, each one has his or her ability or aptitude to learn a new language. That is why any approach teachers choose to use in their teaching practice will make a significant difference in the learner’s unique language learning experience.

Since the importance given to motivation in learning a foreign and second language, this study took into account students’ perceptions. It seemed important to know how motivated students have been while learning English as a foreign language at their school. Many factors can influence in students’ levels of motivation: such age, economic status,



learning context, purposes for learning a new language and its importance for their academic future.

2. 6 . Teaching strategies

At this point, it seems appropriate to mention the importance of the methodological strategies that teachers can apply in their classes. Several techniques could aid teachers to clarify and drill certain contents with their students; the important thing is that these techniques should be chosen accurately according to the topic and according to the group's special characteristics. Teachers can adjust these strategies before each class and determine which activities will be more suitable to impart inductively and which ones would be better to apply in a deductive way according to students' needs. Any method teachers select to use in the classroom should be useful for the students in order to be meaningful for their context and their reality.

Second Language Acquisition is a very complicated process that involves several conscious as well as unconscious mental procedures. Since the communicative approaches started to emerge around forty years ago, the debate about teaching grammar has been an essential issue in teaching a foreign language. In other words, the perspective of how to teach grammar and how to learn it has evolved from a grammar-translation method and habit formation to grammar awareness activities (Celce- Murcia, 1985). Such activities, according to Ellis (2012), are pedagogical tasks in which learners are delivered with some L2 data in order to provide an explicit understanding of some linguistic structures of the target language. Thus, students should be able to develop activities using the grammar rule given which has to be assimilated to manage and complete the tasks accurately. DeKeyser (1995) asserted that any explicit grammatical instruction should be focused on the rule or grammatical feature. This instruction can occur deductively when the learners are given the rule to then apply it in



some practice; or inductively, where the teacher present some examples first to identify rules and make generalizations. Additionally, inductive instruction has to do with language exposure to develop communicative skills without paying attention to forms or structures but instead conveying a message giving priority to meaning and communication itself.

Furthermore, teachers' practice and experiences in the field of teaching languages have a critical impact in reaching class objectives. More experienced teachers are more like to get better results than novice ones, due to their practice and the time they had experimenting with different methods and techniques over the years. From my own experience as an English teacher, I would say that time and experience give essential knowledge in how to approach a class in order to meet goals and objectives for the course. Class objectives are the reason why teachers plan and develop certain activities for a long, medium or even a short term. The importance of the objectives lies on the fact that they will let teachers organize better how to work to meet the objectives set at the beginning of each course so that students will be ready for the next one.

Therefore, proficiency in the target language would never be completed without advocating appropriate instruction. Advantages for implicit acquisition through significant exposure of the target language need to be balanced by some conscious learning of linguistic forms (Basturkmen, Loewen, & Ellis, 2004). The actual discussion lies in how these two approaches can be more successfully connected and comprise into a regular learning environment and how teachers approach grammar instruction. Although more factors can influence teachers' decisions on how grammar should be addressed. One of the most relevant would be the purpose of each student to learn a foreign language.



2.7 . Students' specific needs

There are many reasons why students need to learn a new language. Some students want to learn a foreign language because they are looking forward to studying abroad or they want to apply for a scholarship to an English-speaking country. Some other students might need to learn English to seek a better job, or they only need to communicate for traveling matters. Most students from high school and university take English classes as a requirement to graduate after approving certain proficiency levels. Therefore, students' purposes to learn are crucial to motivate them in learning a target language. There is a field that takes students' needs very seriously helping them focus on specific language and vocabulary needed for their purposes and goals.

2.7.1. English for specific purposes (ESP)

As mentioned in the previous section, the purpose that each student has in order to learn a new language, directly influence its attitude towards this learning process. Thus, English for Specific Purposes is an academic field worth mentioning within this study's framework. It started after War World II, since the substantial domination of the United States as being the number one military power at the time. Thus, English became extremely important for communications and commerce. Nowadays, ESP has become an academic field which aids students specialize and concentrate to a specific terminology and language forms that would be useful for their professional future. Over and above, this field could also support teaching practice indeed. ESP specialists are responsible for finding out what students need in order to achieve their academic goals at the end of a course or term (Belcher, 2009). It is clear that the willingness of a student to learn is what makes the difference in his or her ability to acquire the language. Teachers should apply the most suitable methodologies



that he or she considers best in order to aid the learner in achieving his or her objectives.

Hence, the learner is the one who must have the intention to learn.

It is crucial for teachers to look at the learner's goals in order to have a better understanding of their need to learn a new language. Teachers must evaluate the advantages of different instructional practices in order to suit the learner's needs. One of the most valued influences the teacher brings is their own teaching experience, based on their prior achievements and disappointments. Teachers also make decisions based on their understanding of learners' abilities and most of all, about their necessities (Lightbrown & Spada, 2013). If teachers are aware of the learners' purposes, it will be easier to discern from different methodological strategies in order to help students reach their expectations. Therefore, the purpose of the learner, as well as the one teacher plays a vital role in the acquisition of a foreign language.

In short, teachers play a crucial role in the learning process and the development of the contents, which need to be delivered to the students using different methodological strategies that could be applied in the classroom and which would influence in the learners' affective filter. That is why, it seemed crucial for this study to emphasize combining both, inductive and deductive approaches to enhance grammar acquisition.

2.8. Previous Academic Work

Teaching a new language involves hours of hard work and class planning in order to reach the courses' objectives. Since there are serious debates about which approach suits teachers and students' needs more accurately, there has been an investigation about this matter, trying to find out how grammar should be taught.



2.8 .1. Inductive instruction studies

There is some research was done which proved, in their contexts, that previous knowledge in the learning process is very significant. Some recent studies have demonstrated that teaching grammar using only inductive teaching strategies help presenting grammar in a certain context improving students' language learning. For instance, research was done by Emine Bala (2015) from Ishik University in Iraq concluded that students who were taught grammar implicitly showed more success compared to the others who were not taught with visuals during teaching. This study was applied to 42 first-year students from EFL classes at the University in Ebril, Iraq. After the intervention, a twenty questions test designed by the researcher was given to the participants to see students understanding on some topics learned during classes. It is important to point out that this study used only visual aids as a resource to provide realia to the different grammatical points they wanted the learners to practice and internalize. It can be inferred that by using only visuals, the range of language learning would be limited, and we can say that in order to acquire some considerable part of a new language teacher would need a lot more time and more resources to give learners a more robust context or real exposure to the target language.

Furthermore, Rhim and Mohammed (2013) from Ain Shams University in Cairo conducted another study which investigated the effect on teaching grammar implicitly to improve writing using songs. They used a control group which had been presented the grammar rules explicitly, while the experimental group used only songs to introduce the same grammar features. The songs were first presented along with their lyrics, without making the students aware of any grammar rules or structures. After students had the opportunity to analyze the songs, they had to develop a writing task which was used as a pre-test and a post-test. The study indicated that by using this approach, students from high school improved



their English writing performance better than the control group, but again; the exposure to the target language becomes limited when a single resource is used during the learning process.

Also, research conducted by Van Gelderen (2006) in primary and secondary classrooms, determined that implicit learning is more relevant for language acquisition and accurate and fluent mastery of linguistic structures. His primary purpose was to test the improvement of the writing skill in elementary and secondary students. He based his study on readings, contrasting results from a control group and an experimental group using two ways of approaching grammar: the learning of explicit rules and meta-linguistic knowledge about language on the one hand and learning without awareness of linguistic structure (implicit learning) on the other. It is important to notice that when teachers graded the writing skill, the parameters are taken into consideration and the rubric used have different implications, according to the course' outcomes to be reached by the researchers of this specific study.

Moreover, a study done by Johnson (2001) concluded that learners from the control group showed significant improvement in writing than the ones from the treatment group. The treatment group was instructed using only metalinguistic terminology while the control group was not. The procedures used for both groups were equal and differed only by the way grammar was approached. This conclusion points out that implicit instruction might have a positive effect on writing performance. The study took place in an intensive language program in Los Angeles. The participants involved were adult English learners from different countries with an average size of a class between 12 and 15 students' maximum. The author used impromptu writing tasks for both groups, pre and post-tests were taken; all participants were surveyed, and two students from each group were interviewed to get qualitative data as well.



As we can see, there are several studies done in the field of contextualized grammar instruction, and most of them have concluded that inductive or implicit instruction is more effective than explicit ones. Another example that is worth mentioning was conducted by Haight, Herron, and Cole (2007). This study affirmed that there was a robust inclination in favor of a guided inductive instruction after a study was carried out that investigated the effectiveness of deductive and guided inductive approaches to teach grammar in French college classrooms. These French students were taught grammar structures, half of them using a deductive approach and the rest using a guided inductive approach. A multiple-choice test was used to compare the grammar improvement between the two groups. After analyzing tests scores, the study indicated that an inductive guided instruction aids long-term learning of grammatical structures.

All the research previously mentioned have been conducted to show the effects of inductive learning in the classroom, but some of them were contrasted with the deductive instruction; instead others studies have been done to analyze if implicit instruction helps learners to improve specific skills. All the results given had a positive impact on the enhancement of the language learning process, at least for each research done in this field. It is essential to take into account that the objectives for every course are the ones, which show success or failure after a program is finished or completed. Of course, inductive learning means including grammar features in context, without paying explicit attention to the rules; the only purpose of these lessons is to interact and communicate, paying attention mostly on the meaning of the message they want to deliver. On the other hand, when learners are aware of the grammar of a language, it does not necessarily mean that they would not be able to convey a meaning nor express an idea, so the objective of a course would determine the accomplishment of it. When learners need to improve their language skills for academic



purposes, grammar rules are, without any doubt, an essential part of any academic preparation in order to express ideas accurately and correctly.

Research on the effectiveness of inductive instruction in different EFL contexts has shown a positive impact on students' improvement of the target language. Nevertheless, deductive instruction has also revealed positive outcomes.

2.8.2 Deductive instruction studies

In opposition to the inductive approach, and for this study; it is crucial to mention other research done on the field of deductive grammar instruction, which asserts that delivering explicit grammar would help students to master critical grammatical concepts that are essential in achieving academic language proficiency. All these research supports the concept that useful language developing programs should emphasize all language domains, including explicit grammar instruction of language usage, especially if learners intend to continue their educational growth, since “No one is a native speaker of academic language” (Stathis & Gotsch, 2011, p.2).

One of these studies, done by Macaro & Masterman (2006), from Oxford University, determined that explicit instruction be sufficiently robust to improve students' grammatical knowledge and performance in production tasks. The study was conducted with a cohort of 12 students from first-year French at a university in the UK during an intensive five months course of explicit instruction. This study's results also support previous findings, which suggested that explicit instruction leads to improve aspects of grammar tests, even though it also showed that deductive methodologies do not improve free writing composition nor translation. This type of study brings in the reflection that by combining inductive and deductive approaches learners will get better results and that will cover most of their needs for learning a new language.



Language grammatical patterns are needed in the adult life, which does not happen with children's regular conversation. Hudson & Walmsley (2005) argue that explicit rule knowledge should aid different situations when there is not enough opportunity to practice implicitly; which is what usually happens in a regular learning environment. It demonstrates that both approaches are required to develop individual skills more accurately. Williams and Evans (1998) conducted a study that sought the effect on focus on form on two specific grammatical structures dividing learners into three groups. One group received explicit instruction and feedback, while the second group only had input, and the third group served as the control. In this case, the implicit instruction was more beneficial than delivering input alone. The results confirm that the combination of both inductive and deductive approaches students can obtain better results than applying one type of instruction alone.

One study worth mentioning was done by Erlam (2003) from the University of Auckland in Australia, which showed results in favor of deductive instruction. The study compared three groups of school students, the first one served as a control group, the second one was coached using inductive instruction, and the last group used deductive instruction. This investigation found evidence that supports the hypothesis, which asserts the effectiveness of deductive language instruction with school-age learners, in a natural environment, and a teacher-centered class. Also, the study highlighted the effort that entails designing measuring instruments for tacit language knowledge and the strong relationship between the observed effectiveness of a type of instruction plus tests and different procedures used in the research. Comprehension and production processes were compared that involve the gaining of direct object pronouns in French as a second language.

At this point, it seems appropriate to highlight the fact that all grammatical structures have a different degree of complexity; some are more difficult than others. Therefore, it can



be assumed that most research conclusions might not be precise, due to the different emphasis given to certain language forms. This issue has an important implication for any study because of the numerous characteristics of language grammatical constructions, which would make specific lessons more accessible to learn than others.

Norris and Ortega (2000) presented some conclusions from experimental and quasi-experimental research, which sought the efficacy of second language instruction; finding that focused instruction was more favorable than simple exposure or driven-meaning communication. The authors also suggest that interventions, which included an explicit focus on grammar rules, were more effective than interventions that did not contain such an emphasis. Nonetheless, this investigation also demonstrated that explicit instruction might be operationalized in several different ways, mostly depending on the course objectives. Less than one percent of all the studies analyzed by Norris and Ortega (three studies out of seventy-seven, to be more precise) examined the effects of deductive and inductive instruction in one intervention at the same time. We can see that is difficult to find research that comprises both inductive and deductive approach.

In conclusion, it can be seen that there is an essential gap in the deductive and inductive instruction research, due to the lack of research combining both types of teaching instruction into the same treatment or intervention; specially to improve grammar acquisition. Thus, it considered that by linking these two approaches, language learners could enhance their grammatical skills. Most of the studies have focused their investigation on seeking the effects of inductive instruction alone and, on the other side, there is little research done in the field of deductive instruction alone. However, studies that apply both approaches equally in a natural learning environment are limited especially in the Ecuadorian context where it is tough to find this kind of research. Therefore, I found it extremely relevant to pursue the



effects of both deductive and inductive instruction on grammar acquisition in the EFL classroom in order to corroborate its effectiveness, and most of all; to contribute with some to the grammar learning field and extensive area of foreign language teaching.



CHAPTER III: METHODOLOGY

3.1. Overview

The present study was carried out following steps. The first step was to review literature to elaborate a theoretical framework about inductive and deductive methodological strategies to teach grammar in an EFL classroom. Once this was done, the author gathered information using quantitative methods throughout the study. Finally, all the collected data was organized and analyzed to determine the effectiveness of the strategies applied in the classroom.

This study was conducted with sophomore students from Asuncion High School, a private school located in the city of Cuenca, Ecuador. Most of the students come from middle-class economic status, and they are between fifteen and seventeen years old. The students from this level have five periods of 40 minutes of English classes weekly. The school norms schedule the number of periods of English class. This study lasted seven weeks (35 periods) which corresponds to the developing of a regular unit activity plan. There are six different sophomore classes in this school. However, the intervention was done with three of the six sophomore groups of students that include 114 participants. The participants were the author's students during the 2015-2016 school year.

3.2. Research Design

The aim of the present study was, primarily, to compare the pretest and posttest results after the intervention with the intention to see if the participants have made any improvement. Thus, the study is inclined more to *learning* than *acquisition* due to some issues such as test format, number of participants, intervention length, among others.

The present study was conducted through a mixed-methods design, which, according to Creswell (2014), can provide a better perspective on a research problem than using a

quantitative or a qualitative method alone. In the case of the present study, an embedded design was chosen to carry on this research. Quantitative data was obtained through pre and post-tests which were applied to discover if the treatment had a significant effect. Besides, qualitative data was gathered through questionnaires and a journal before, during and after the intervention, see figure 2 for a clearer perspective.

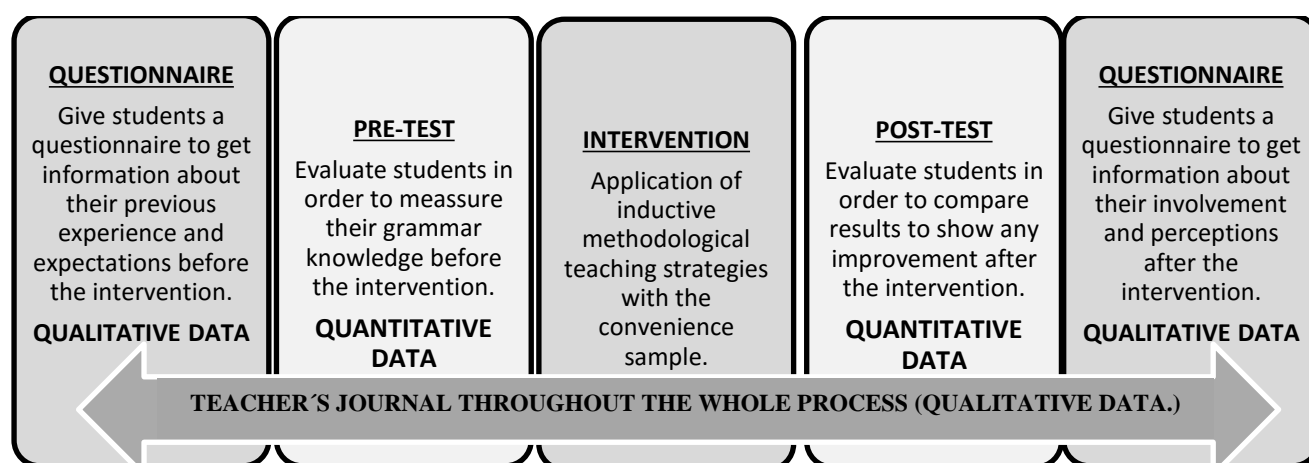


Figure 3. Embedded mixed-methods research design

Adapted from Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications

The first instrument utilized to collect qualitative data was a background questionnaire which was administered before starting with the intervention. Questions included in this questionnaire sought about participants' perceptions about English and their prior experience with the target language. Second, a pre-test was used to measure participants' knowledge of grammar. At this point, an intervention was carried out using inductive and deductive methodological strategies to teach different grammatical features.

At the same time, and throughout the whole process, a teacher journal was used to track all students' reactions during the intervention. This journal was kept only with the purpose of triangulating some of the data and supporting certain arguments at the end of the study. Third, a post-test was given to the students to get quantitative data in order to compare



the results with the pre-test. Finally, a questionnaire was applied to find out participants' perceptions about the inductive and deductive strategies implemented in the intervention, besides gathering a sense of insight about their motivation to learn the target language.

3.3. Plan of Action

Before starting the research, the author was authorized to carry out this study by the Asuncion High School's headmaster (Appendix 1). It is also important to mention that the parents of each student, as they were under 18, signed a consent form permitting their child to participate in the study (Appendix 2).

At the beginning of this study, the hundred and fourteen students involved in the research were given a small questionnaire which included open and close-ended questions. (Appendix 3). The purpose of this questionnaire was to get information about the perception of each student towards the English language and the importance that this language has on his or her academic future. It also sought information about each student's prior experience related to their English classes.

After the previous questionnaire, a pre-test was given to the students. The purpose of this first test was to measure the students' grammar knowledge of different grammar features. It also served to gather quantitative information as a starting point (Appendix 4).

The intervention was based on grammatical topics presented on the course book "Prime Time 4". It covers specific grammar features as conditional types zero, first, second and third, wishes, modal verbs, and relative clauses. The lesson plans were organized into topics describing how each activity was delivered to the students and also how inductive and deductive methods were approached (Appendix 5). It also seems important to mention that



the school makes a particular emphasis on learning specific grammar forms which correspond to the proficiency level required by the Common European Framework (CERF).

Furthermore, in order to obtain quantitative information about the students' grammatical knowledge on the topics previously mentioned, a post-test was given to the students after the treatment. Both pre and post-tests were taken from the teacher's resources material included in the textbook.

Finally, at the end of the intervention, another questionnaire was given to the students. The purpose of this questionnaire was to acquire more detailed information about students' reactions and perceptions towards their improvement of the English language and their self-confidence at the moment of taking a grammar test (Appendix 6).

3.3.1. Intervention:

Inductive and deductive strategies were applied in this study to have students gain a better understanding of linguistic forms and how students should use these forms accurately. As previously stated, the study lasted 35 periods of which 16 periods (40 min class period) were used in applying inductive strategies and 16 periods were spent using deductive strategies (Appendix 5). Extra time to take the tests was given, in order to answer any questions from the students and also to organize the activities planned. Therefore, some of these strategies were planned as follows:

3.3.1.1. Inductive strategies:

- Videos were used to contextualize the topic to be introduced to the students. The videos were about authentic English contexts, so later students could analyze these situations by answering questions, discussing them, and giving their personal opinions.



- Articles and news from around the world were given to the students, so they were able to investigate about different realities and compare them with their own experiences using authentic vocabulary and presenting their final work orally as well as in written form to the rest of the class.
- Short dialogues about everyday circumstances were produced by the students (either oral or written). These practice exercises helped students rehearse vocabulary and grammar features learned throughout the intervention.

3.3.1.2 Deductive strategies:

- A grammar chart was applied to introduce grammar structures before developing a class activity. These charts were hung on the classroom walls for further reference.
- Students kept a Grammar Bank by making small grammar cards throughout the intervention so they could have their quick reference to any needed structure.
- Grammar worksheets were used so students could practice structures learned by filling the gaps, writing sentences, answering questions, and some other grammar drills.

A teacher's journal was completed to record some students' relevant attitudes, comments, and reactions throughout the whole study, and to triangulate all the information collected

3.4. Participants Sample

The study was done using a convenience sample of the population of sophomore students who attended Asuncion High School (the school year 2015-2016). A total of 114 students were involved in the research which comprised of 46 males (40.4%) and 68 females (59.6%) between the ages of 14 and 17 years old presenting a mean of 15.36 (SD=0.54).



3.4.1. Exclusion Criteria

Exclusion criteria for this research were considered at certain times during the study. Even though, 114 students were enrolled in the three sophomore classes some data had to be excluded. Mackey and Gass (2012) suggested that due to some different factors, data from the participants involved in the intervention should be eliminated. Some of these factors include voluntary withdrawal and absence during the application of one of the instruments used during the investigation because these could lead to inconclusive results.

Some students involved in this research were absent the days the pre and post-test were taken, resulting in fewer data to compare results from both tests. Since only 88 students took the pre and post-tests, the rest of the data was excluded.

Another consideration for exclusion was the fact that some students did not complete all questions in the background nor the final questionnaire, some of them did not want to answer, and some others were absent the days that these data were gathered.

In short, some data had to be removed from the investigation to prevent unfounded conclusions that might have affected the final results.

3.4.2. Data Collection Instruments

A mixed methods study that combines both qualitative and quantitative methods was used to provide a better understanding of the research problem and to obtain results that are more reliable. Furthermore, this research focused on gathering and analyzing the data in order to determine if the methodological strategies applied in the EFL classroom, actually helped students improve the grammatical skill. This sequential embedded mixed methods approach included the following data sources which helped minimized bias through the triangulation of all gathered data.



3.4.3. Quantitative Data Collection Tools

3.4.3.1. Pre and Post-tests

A pre-test and a post-test were applied to measure the relationship between the grammatical skills and the teaching strategies applied in a learning environment before and after the intervention. The purpose of the pre-test was to get an overall view about students' logical starting point before the intervention. The post-test, on the other hand, was addressed to students to measure their grammatical knowledge after the intervention. This information was first organized and then examined using statistical analysis. The pre and post-tests were part of the teacher's resources of the textbook that was utilized during the whole school year. Both tests were a multiple-choice format that focused on grammatical competence which was the main objective of this study, even though general vocabulary was necessary to understand all questions.

3.4.4. Qualitative Data Collection Tools

3.4.4.1. Questionnaires

To the enrichment of this study, two questionnaires were addressed to the participants. First, a pre-intervention questionnaire was used to get information about students' perceptions about their prior experiences with English classes and students overall view about how important they perceive English for their academic future. It also pursued different techniques they would like to be applied in class. Perception of how motivated they were to receive English classes was also considered. This questionnaire was conducted before the intervention started. When the intervention finished, the students completed a final questionnaire with the purpose to obtain information concerning to their perception about the intervention. Besides, it sought participants' perception about the methodology used in classes and their confidence to take other tests in the future. Some of the goals of applying



these questionnaires were to collect qualitative information about students' perceptions of grammar instruction in general and of the intervention itself. In addition, in the background questionnaire students were asked about their desired strategies to be used in class. Also, another question was also posted to establish the most and least preferred teaching strategies for the students after the treatment. The highest number corresponded to the best strategy while the lower number indicated the one they found least helpful. These questionnaires were administered in Spanish to ensure a better understanding of what was sought avoiding confusion and language limitations to express their opinions and feelings (Mackey and Gass, 2011).

3.4.4.2. Teacher Journal

The purpose of this journal was to record the researcher's point of view and observations of the class and to gather information about students' reactions throughout the whole process. This tool was utilized to track information about students' feelings and insights during the intervention, allowing the researcher to get a complete and more flexible layout from personal reactions and learning activities in classes (Mackey & Gass, 2005). It is worth mentioning that students were not asked to keep a journal after each class to avoid tiring them with too much writing to do.

This journal was used to triangulate all the data gathered and to collect some students' responses and feedbacks before, during and after the intervention. Some students' comments are mentioned further in the data analysis to support and enhance the author's arguments regarding motivations and confidence.

Qualitative data were analyzed using frequency patterns criteria to show preferences and reactions to corroborate and discuss the findings.



3.5. Data Analysis Techniques

3.5.1. Description

In order to analyze all the information collected throughout the study, different statistical tests were utilized. The purpose of using these tests was to determine the students' perceptions about their improvement after the intervention; the data was expressed using measurements of central tendency and dispersion. The test of Kolmogorov-Smirnov ($p < 0.05$) was used to verify that the distribution of the variables under study did not meet the standard requirement; therefore, non-parametric tests were used in all cases, and the H Kruskal Wallis test was used for multiple independent comparisons.

Furthermore, quantitative data were analyzed using several statistical techniques. Thus, students' grades were expressed through measurements of central tendency as well as dispersion. These grades are presented over 10 points and categorized with absolute frequencies graph columns. Moreover, the Wilcoxon Test was used to compare the similarities between the pretest and the posttest. Another technique utilized was the chi-square test from Mc Nemar in order to compare the frequency of success for each question.

Additionally, to all this data, it was relevant for this study to compare the final grades (post-test) from the students who received the treatment with the other three classes that were not involved in the research. For this comparison, the U-Mann Whitney test was used, while the chi-square test was used to compare the success of each of the questions. With the intention of favoring the visualization of these results, a graph of diagram and lines called Box-and-Whisker-Plot was used, and the decisions were taken with a significance of 0.05. All data were processed using the statistical program called SPSS 23, and all table editions were made using Excel 2016.



CHAPTER IV: FINDINGS

This section aims to analyze all data collected throughout the research study using different quantitative and qualitative instruments. The present study aims to answer the following research question posed at the beginning of the investigation.

- To what degree does the application of inductive and deductive strategies enhance students' grammar leaning?

This question was answered using quantitative data to measure the impact inductive and deductive strategies have on grammatical improvement through a pre and a post-test. Furthermore, qualitative data were analyzed using qualitative information through the application of two different questionnaires (before and after the intervention) in order to determine if students' perceptions had any influence on their English language learning process.

4.1. Quantitative Data Analysis

4.1.1. Background Questionnaire

Before the intervention, a background questionnaire was responded by students to explore their perception of the English language and their awareness of the importance that

this language has in their academic future. Moreover, students were asked about their prior experience in their English classes and their opinion about grammar and how it is taught.

Students also had the opportunity to communicate what techniques they would prefer to use in their English courses. It seemed relevant to be aware of these perceptions in order to have a general idea about students' attitude towards English as a foreign language. It was also helpful to understand this before deciding different class activities. One advantage from this questionnaire was that it gave the author a broader perspective about how motivated students were to learn English before the intervention.

Thus, the results of each question were charted and analyzed in order to have a better perspective of students' attitudes towards English and their previous experiences with the subject.

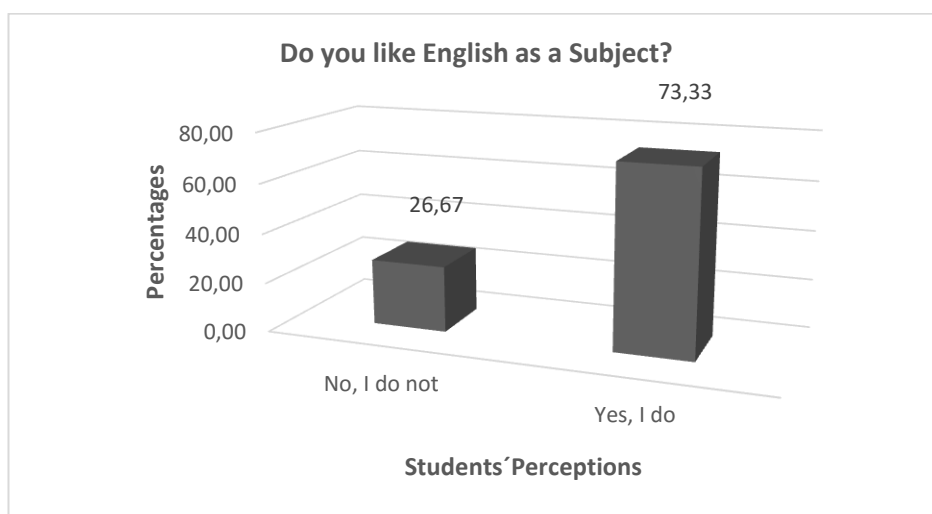


Figure 4. Students' Likes and Dislikes regarding English

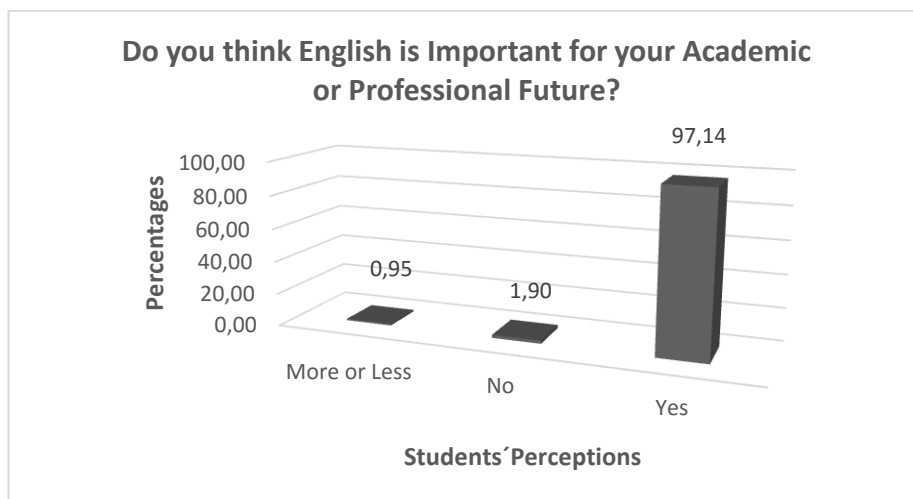


Figure 5. Students' Perception of the Importance of English in their Academic Future

The questions about whether or not the students' like English and its importance for their academic future showed that the majority of the students (78%) like the English language, while 98% of them considered that English is important for their future. (Figures 4 and 5).

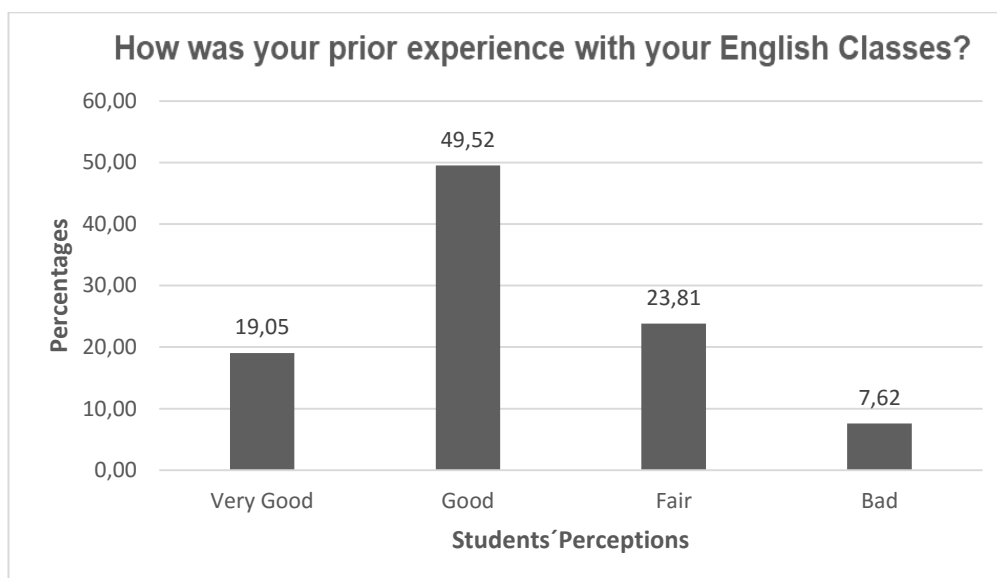


Figure 6. Students' prior Experience in Their English Class

Questions about students' prior involvement in their English classes showed very diverse answers due to each student's unique personal experience. In order to obtain this information, a Likert scale was used to determine the level of acceptance. This scale had four levels from *Very Good* to *Bad*. It can be said that most of the students had a fair experience relating to English within a regular classroom setting. Thus, about 49% of the students have had a good experience about their former English classes, and a 19% chose an excellent experience. On the other hand, only about 31% of the students have had a severe and fair experience with the English language. See Figure 6 for a clearer perspective.

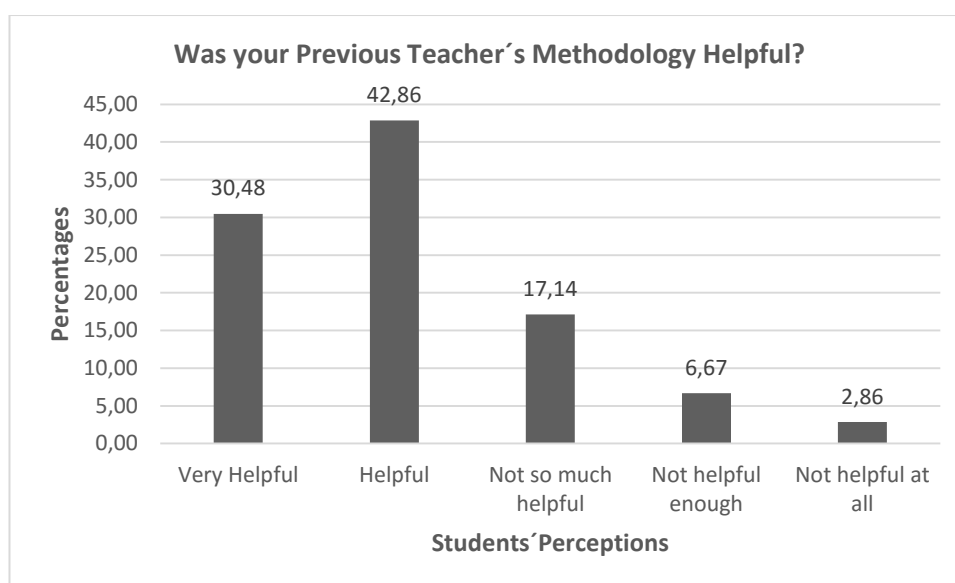


Figure 7. Students' Perceptions about Teacher's Methodology before the Intervention

Students' prior English learning experience was also sought through questions related to teacher's methodology used and how motivated students might have felt in classes. The purpose of these two questions was to obtain information to determine if the methodology applied by the teacher influenced students' motivation to learn. With the purpose of defining

the level of helpfulness from prior teachers, another Likert scale was also utilized. This time the students had to choose from five levels being *Very Helpful* the most, and *Not helpful at all* the least level on the scale is given.

As we can see in figure 7, most of the students considered their previous teacher had a useful methodology for their English classes, more than 70% of the students chose the rates between *Helpful* and *Very Helpful* on the Likert scale presented to them; against the 26.65% who chose between *Not helpful at all* and *Not so much helpful*.

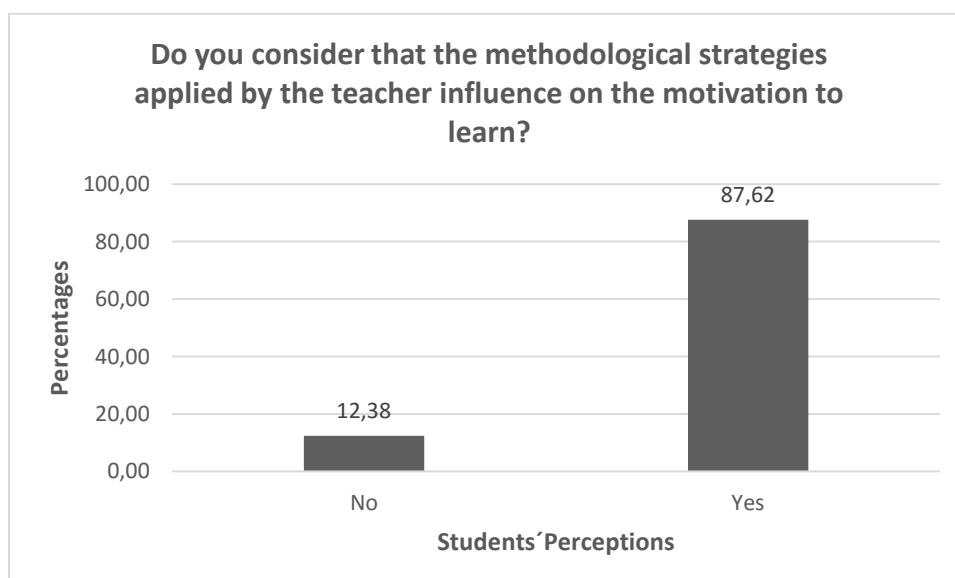


Figure 8. Influence on Motivation to Learn Relating to Teacher's Methodology

Additionally, figure 8 shows an essential correlation between the methodology used by the teacher and the motivation that students have in order to continue with their English learning process. The chart clearly shows that more than 87% of students believe the methodology used by the teacher has an impact on their motivation to learn a new language. This perception is relevant to understand the importance of the strategies and techniques that teachers use in the classroom in order to keep students aware and motivate throughout their

learning process. It can be seen that the methodology used by the teacher influence on students' motivation.

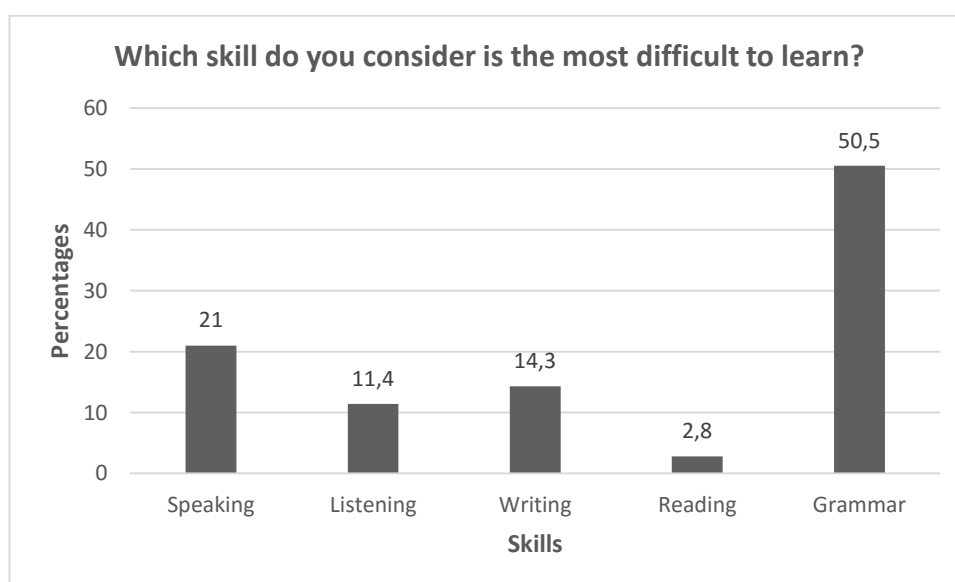


Figure 9. Students' Perception about Skills Degree of difficulty

Since this study focuses on grammar learning, two questions about this skill were included in the background questionnaire. The purpose of having these questions was to obtain data about students' insights towards grammar's level of difficulty and its relation with how grammar was imparted in their English classes. Figure 9 visibly shows that the majority of students find English grammar difficult to learn. Thus, about 50% of the students said that grammar is the most challenging skill to learn followed by speaking; writing and listening

presented percentages less than a 15% and reading seemed to be the least difficult skill to learn with almost a 3%.

Furthermore, this questionnaire also included two open questions. The students' answers were analyzed and classified in several categories according to their characteristics. Thus, by grouping all responses the author was able to examine and interpret the results.

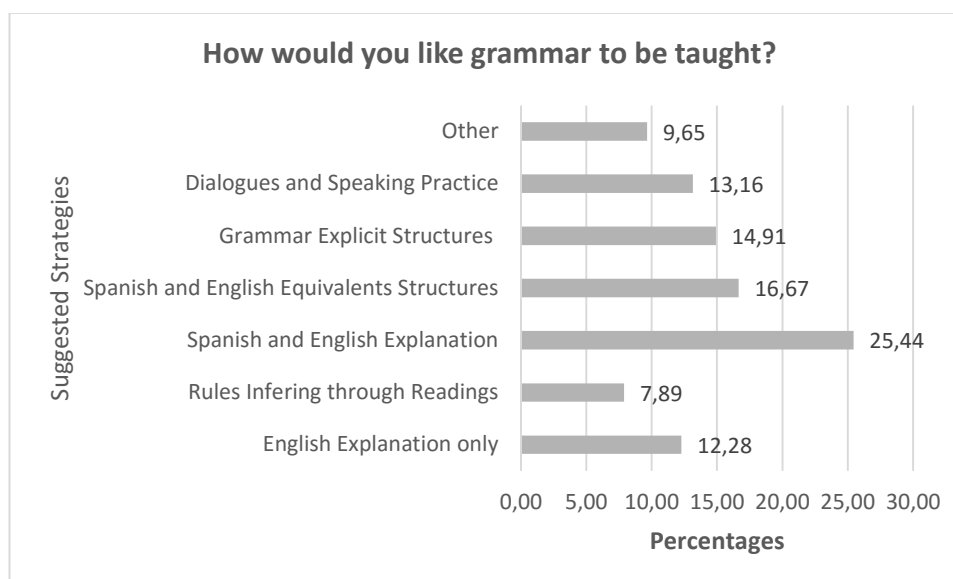


Figure 10. Students' Suggested Strategies to Teach Grammar

This question gathered information about students' desired strategies to learn grammar features in the classroom previous the intervention began. After classifying all students' answers, seven categories were set according to the similarities found between responses. Figure 10 reads that most of the students suggested an explanation in their mother tongue followed by Spanish equivalents of different grammatical structures. Next, in order of preference, grammar explicit structure explanation is almost equal to dialogues and speaking practice. Finally, the chart presents readings the least preferred strategy to learn grammar features. It seems important to mention that within the *Others* category answers like: *"grammar is too boring," "don't want to learn grammar"* and *"don't care,"* were grouped.

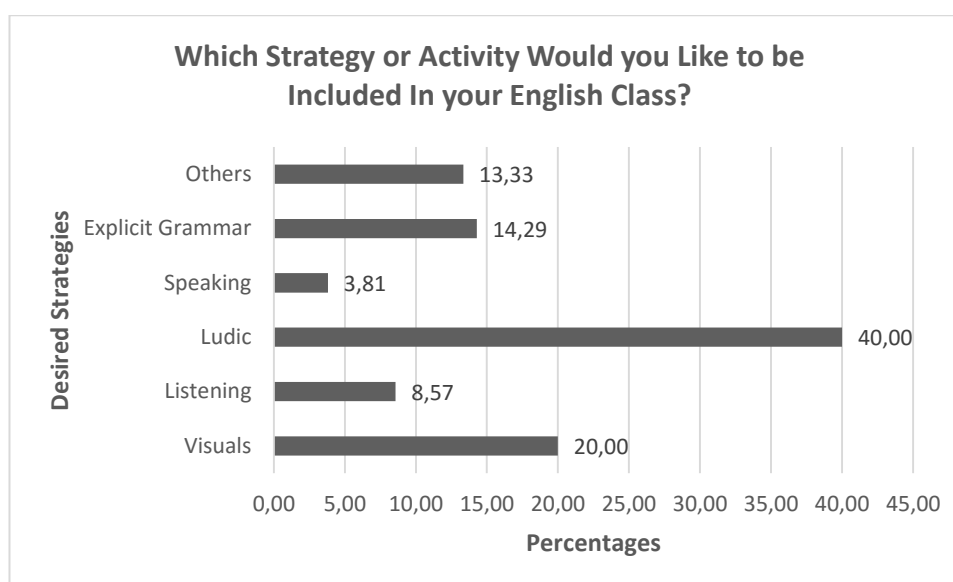


Figure 11. Students' Preference for Methodological Strategies

As stated previously, this question also looked for students' preferences about different strategies that they wanted to be included in their English classes. The main purpose of this question was to obtain students' preference about certain methodological strategies, which, according to their perspective, would be helpful to aid their learning process within a regular English classroom setting. The answers were classified in 6 different groups according to the strategy's special characteristics. Therefore, movies, videos, and pictures were included in the *Visuals* category; while music and songs were comprised into the *Listening* category. Strategies like games and productive activities were classified into the *Ludic* category. Some other techniques as role play, dialogues and a desire for speaking activities were categorized into the *Speaking* group; while strategies such as grammar charts, Spanish equivalent examples, grammar worksheets, written drills, irregular verbs practice,



and error correction were included in the *Explicit Grammar* category. Finally, techniques like working outside of the classroom, group works, act in plays, tutoring, extra classes after school and an increase of the number of English periods per week were some of the answers categorized in the *Others* group. Figure 11 shows students' desired strategies to be used in their English classes before the intervention.

To sum up, the background questionnaire was delivered to the students to have a better perspective about their insights into English learning as a foreign language and if their perceptions influence their learning process. Besides, the results of this questionnaire were compared to the final questionnaire to see if students' perceptions presented a shift after the intervention.

4.1.2. Pre-test and Post-test

As it was mentioned in the methodology section, a pre-test and a post-test were given before and after the intervention. The objective of having these two tests was to contrast the final grades to see if the students present any improvement after the intervention.

In order to understand the structure of the tests, it is important to mention that each one incorporated four different grammatical features imparted to the students during the intervention. Each test included twenty questions that covered these topics. These features were posted in the tests randomly. For this specific unit and level, the grammar required included conditional sentences types 0, 1, 2, 3; wishes; modal verbs; and, relative clauses. The number of questions for each topic was chosen according to the grammatical difficulty during the intervention; this issue was based on the relevance that the course book gave on each topic. Thus, conditionals included ten questions, while wishes had four questions, and modal verbs along with relative clauses posted three questions to each topic.

Thus, an analysis of each grammatical topic imparted was done in order to compare its improvement before and after the treatment to then, make an overall comparison from the final grades as a whole. Results from each question according to the topic are also presented and analyzed.

4.1.2.1. First Grammar Topic: Conditional Sentences

Table 3 clearly illustrates the results before the intervention on conditional sentences, which shows that the question with the highest success (65.9%) was question number 15, and the one with the lower incidence of hits was question number 4 (39.8%). These results could have occurred since the structure presented in question 15 was more familiar for the students (conditional type 1) than the one presented in question 4 (conditional type 3).

On the other hand, after the intervention, all items had a registered incidence of success that exceeded 55%; the major and minor registered success occurred in questions 14 and 20 respectively with 81.8% and 55.7%. These results suggest that all the structures presented were understood reasonably enough to complete the test. Also, 7 out of the ten questions registered significant differences ($p < 0.05$) after the intervention. Answers for question 20 did not show a relevant improvement. As expected, not all the questions from the tests had a significant increase, even though the final test grades were favorable.

Table 3

Conditional Success N=88

Question	Pre-test		Post-test		p
	n	%	n	%	
Q1	55	62.5	67	76.1	0.054
Q3	36	40.9	63	71.6	0.000*
Q4	35	39.8	63	71.6	0.000*
Q6	37	42.0	62	70.5	0.000*

Q13	56	63.6	66	75.0	0.134
Q14	49	55.7	72	81.8	0.000*
Q15	58	65.9	71	80.7	0.031*
Q18	41	46.6	58	65.9	0.021*
Q19	51	58.0	66	75.0	0.009*
Q20	44	50.0	49	55.7	0.548

Note: * Significant difference ($p < 0.05$)

4.1.2.2. Second Grammar Topic: Wishes

As regards the next grammar feature included in the tests, table 4 shows that question 5 got the highest success rate before and after the intervention, reporting 51.1% and 75% respectively. All items related to this particular topic have shown significant improvements ($p < 0.05$).

Table 4

Wishes Success N=88

Question	Pre-test		Post-test		p
	n	%	n	%	
Q2	43	48.9	61	69.3	0.01*
Q5	45	51.1	66	75.0	0.00*
Q16	36	40.9	57	64.8	0.00*
Q17	23	26.1	60	68.2	0.00*

Note: * Significant difference ($p < 0.05$)

4.1.2.3. Third Grammar Topic: Modal Verbs

Next section corresponded to Modal Verbs, which also showed significant progress. In the pre-test, questions 10 and 11 presented the highest frequency of success with 59.1%. Whereas, in the post-test, question number 10 registered an even higher frequency of success with 79.5%. Therefore, important progress was observed in all items ($p < 0.05$), see table 5 for more detailed information.

Table 5**Modal Verbs Success N=88**

Question	Pre-test		Post-test		p
	n	%	n	%	
Q7	32	36.4	48	54.5	0.021*
Q10	52	59.1	70	79.5	0.005*
Q11	52	59.1	65	73.9	0.031*

Note: * Significant difference ($p < 0.05$)

4.1.2.4. Fourth Grammar Topic: Modal Verbs

Regarding relative clauses, which is the next topic analyzed; the results in table 6 also show substantial improvement. All questions increased, especially question number 9. It reported a success rate of 71.6%. It is worth noting that all three questions received a success rate of more than 20 points ($p < 0.05$).

Table 6**Relative Clauses Success N=88**

Question	Pre-test		Post-test		p
	n	%	n	%	
Q8	48	54.5	65	73.9	0.005*
Q9	42	47.7	63	71.6	0.000*
Q12	21	23.9	46	52.3	0.000*

Note: * Significant difference ($p < 0.05$)

4.1.3. Pre and Post Tests Final Grades Analysis

The results showed that there was a significant difference between both tests ($p < 0.05$), see Figure 12. Students' scores collected before the intervention ranged between 1 and ten over 10 points with a mean of 4.86 (SD=2.14); while after the intervention students

obtained between 2 and ten over 10 points with a mean of 7.03 (SD=2.23). It is important to highlight that before the intervention the median was 5 over 10, against 7.5 after the treatment finished.

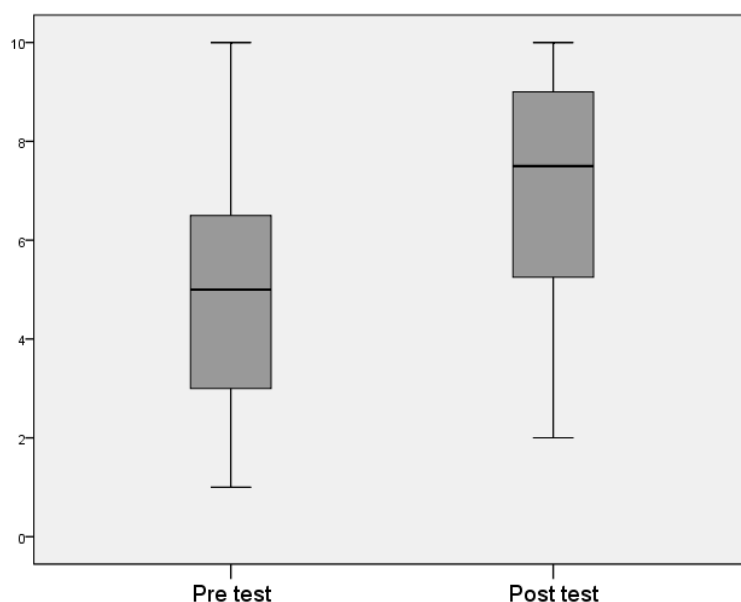


Figure 12. Pre-test and Post-test Results

The Ecuadorian Ministry of Education establishes different learning stages that classify the required level of knowledge and skills to grade students. This scale of grading is mandatory for all public and private schools and presents a quantitative measurement with its qualitative equivalent (see table 7). Thus, for this study, this mentioned scale was used since it adjusts to the students' context and reality.

Table 7



Grading Scale

Scale of Grading	
Quantitative	Qualitative
9 - 10	Student exceeds the required level of knowledge and skills
7 - 8,99	Student meets the required level of knowledge and skills
4,01 - 6,99	Student approaches the required level of knowledge and skills
Less than 4	The student has not demonstrated the required knowledge and skills

Ministry of Education: *Instructivo para la Aplicación de la Evaluación Estudiantil*, July 2016, p.8 (Translated by Author)

After analyzing the results from both tests, it can be seen that the improvement reached by the students after the intervention was evident. Thus, all students move from certain levels to upper ones in the Ministry's scale. Before the study began, 39 students had not demonstrated the required knowledge and skills needed to approve the course, 32 of them had approached the same required knowledge; 12 had met the requirements; and finally, five students had exceeded the required level of knowledge. Conversely, the results after the intervention were the following: 11 students had not demonstrated the required knowledge and skills; 31 were close to approaching these requirements; 16 met the requirements and 30 exceeded the level of knowledge. These results clearly showed a remarkable improvement (80. 68%) from the pre-test to the post-test after the intervention. See Figure 13 for a detailed look at the scores.

In short, the results showed ten adverse changes, 71 improvements, and seven draws in total.

As we can read in the previous table, the quantitative scores determine the success on students' knowledge and skills reached at the end of a term, or after a test; while qualitative descriptions show to what degree students reach the required knowledge and skills. It is

important to know that this way of grading it is mandatory for all schools in the country, thus this scale rules on students' evaluation criteria.

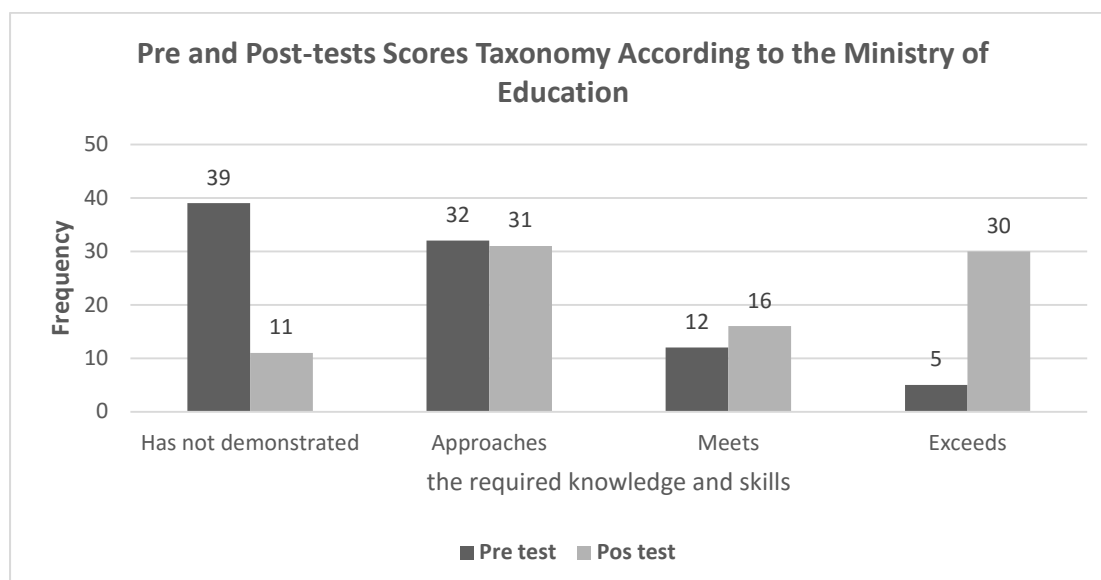


Figure 13. Scores Taxonomy According to the Ministry of Education

To conclude this section, it seems relevant to point out that the quantitative data previously analyzed showed an important improvement in the results between the pre and post-tests. Further discussion will be presented in chapter V.

4.1.4. Final Questionnaire:

As stated in the methodology section, a questionnaire was given to the students after the intervention was finished and the post-test was completed. The purpose of this questionnaire was to obtain information about students' perceptions after the treatment.

The questionnaire sought to find relevant data about the methodological strategies applied during the intervention when imparting some grammatical structures. In order to find this out, a Likert scale was used to determine the level of helpfulness each strategy got according to the students' perceptions. Students had to choose from a scale of four levels; number 4 corresponded to the highest level of helpfulness while the number 1 meant the least

degree of helpfulness for each strategy used in the classroom. These results were interpreted as follows:

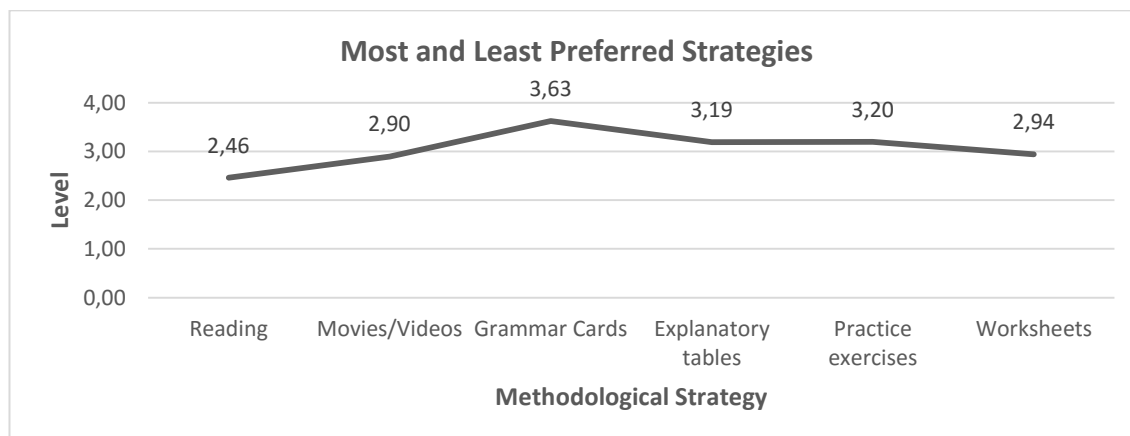


Figure 14. Most and Least Preferred Strategies

The students pointed out that the use of grammar cards was the most preferred strategy, which, according to their perspective, it was what helped them to learn and understand grammar the most. This strategy obtained a mean of 3.63/4 plus a low data dispersion $SD=0.66$ (Standard Deviation). The students' next preferred strategy was practice exercises, which was perceived to assist them positively ($\bar{X}=3.20/4$; $SD = 0.92$). Explanatory tables ($\bar{X}=3.19/4$; $SD = 0.75$) were chosen in third place out of the five used strategies during the intervention. Reading was the least preferred strategy by the students who saw it as a less useful tool to help them improve their grammatical skills. It received a mean of 2.46 ($SD=0.86$). See Figure 14 for a more detailed look at these findings. Also, the levels of helpfulness among strategies revealed significant differences ($p < 0.05$). These differences are relevant because they give a clear picture about which strategies students perceived aided them the most while working on grammar features.

Additionally, students were asked about which skill they perceived had a more significant improvement after the intervention. Grammar obtained a mean of 3.04/4

(SD=0.97). Reading and writing skills followed with means of 2.96 in both cases, as well as standard deviations of 0.86 and 0.94 respectively. The least developed skill, according to the students, was speaking which presented a mean of 2.61 (SD=0.90). Also, significant differences were found among skills improved by students' perceptions ($p < 0.05$). See Figure 15 for a more general view.

It was fascinating to see how students were responding to the different activities applied in the classroom; most reactions were positive; however, negative comments were also noted, as was expected.

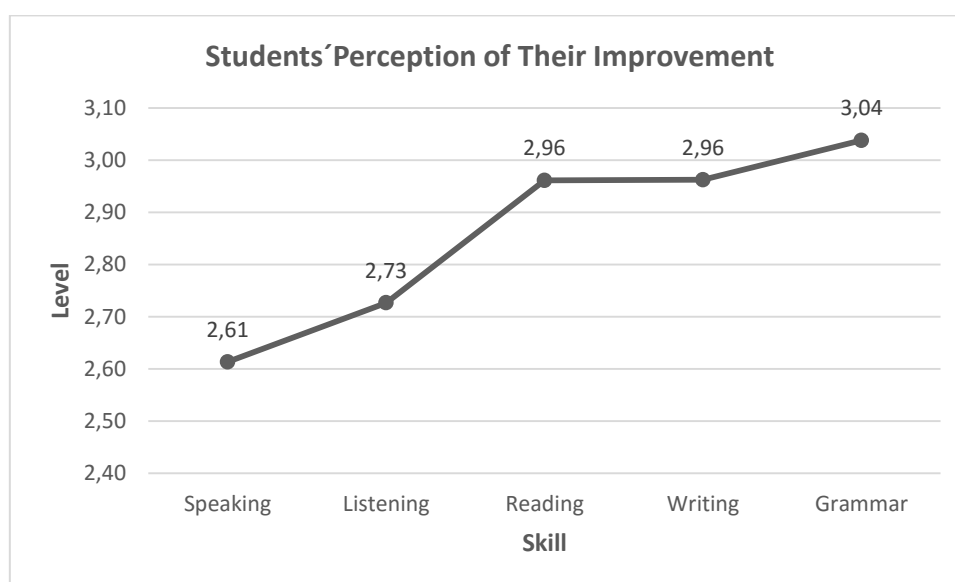


Figure 15. Improvement Skills Perception

Also, students were asked about their perception in regards to grammar comprehension. The purpose of getting this information was to understand their insights about their grammatical improvement and its relation with their confidence to take another English test in the future. The questions asked were: First, if the students perceive they understand grammar better after the intervention, second, if the students feel more confident when developing different tasks assigned and third if the students felt more prepared to take a

new test eventually. Thus, a moderate but intense relationship between scores before and after the intervention was found within the participants of the study ($R_s=0.540$; $p=0.00$). Moreover, moderate relationships were established among post-tests scores and the level of improvement that students perceived related to grammar, plus the feeling of being more prepared to take an English test after the intervention. Therefore, grammar comprehension was directly and strongly linked with the sense of being ready to take a general knowledge test. Table 8 offers a more unobstructed view.

Table 8

Correlation: Perceptions and Scores

		Pre-test	Grammar Understanding	Grammar Improvement	Feeling Ready
Post-test	R_s	.540*	.212	.366*	.346*
	p	.000	.060	.001	.001
Grammar Understanding	R_s			.330**	.470*
	p			.004	.000
Grammar Improvement	R_s				.616*
	p				.000

Note: * Significant correlation ($p < 0.05$)

As mentioned in the previous paragraph, the following question about students' confidence while doing different tasks was included in the final questionnaire looking for information about students' confidence while performing different English activities in a regular classroom setting.

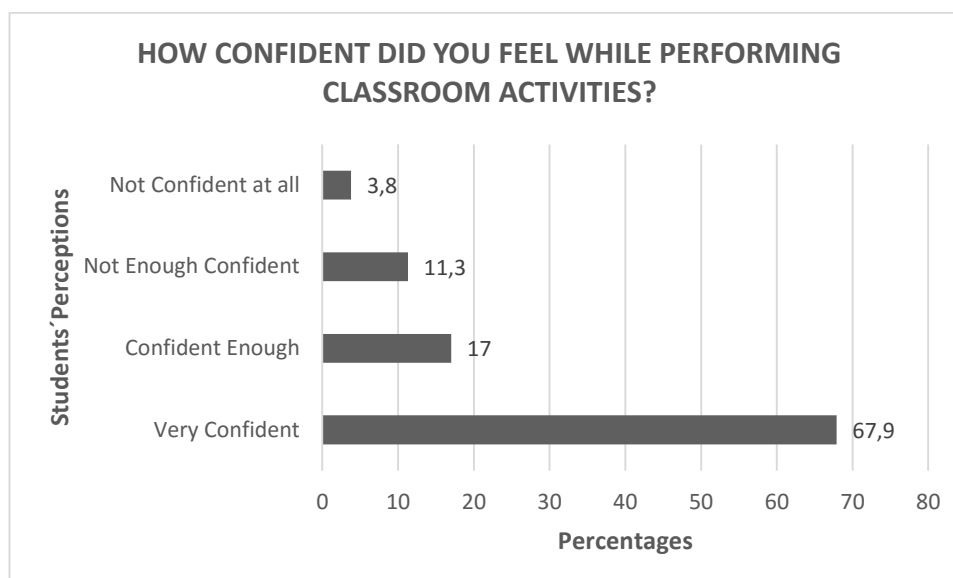


Figure 16. Students' Self-Confidence while Performing Class Activities Focused on Grammar.

The purpose of asking this question was to determine if, after the intervention, students sensed an increase in their self-reliance while working on different tasks. In order to obtain these students' perceptions about their confidence, a Likert-scale was used to determine the level of confidence they might have felt while performing different tasks during the intervention. Results on this particular response showed that almost 85% of students perceived more self-confidence during the intervention, this might have occurred due to students' grammar improvement when the treatment ended. It can be inferred that students presented lower anxiety than before the intervention started because they felt more confident while working on different tasks during the intervention. See figure 16 to get a better understanding of each confidence level.

Another question mentioned previously addressed students' perceptions about the level of grammar comprehension after the intervention. The purpose of having this question in the final questionnaire was to obtain data which could give the researcher a clearer

perspective if students had an increase in their confidence with grammatical structures when the treatment finished.

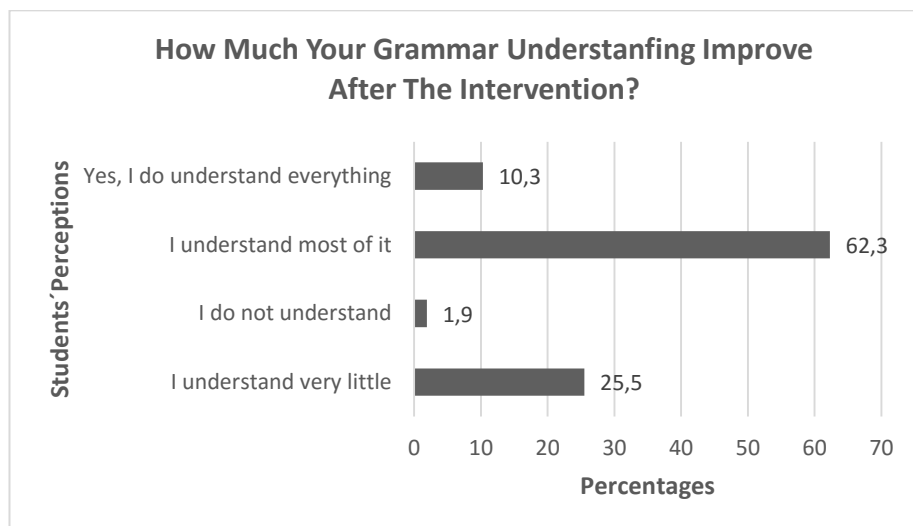


Figure 17. Students' Perceptions about Grammar Understanding.

The results show that 77% of students understand grammar better while only 29% considered they do not still understand much of the grammar presented to them during the intervention. Figure 17 gives a broader view of the four options given to the students.

Furthermore, a question related to the methodological strategies used during the intervention was addressed to the students. The purpose of this question was to gather data about students' preference on strategies and activities applied in classes. Students were asked if they considered the methodological strategies used by their current teacher during the intervention, helped their grammar comprehension.

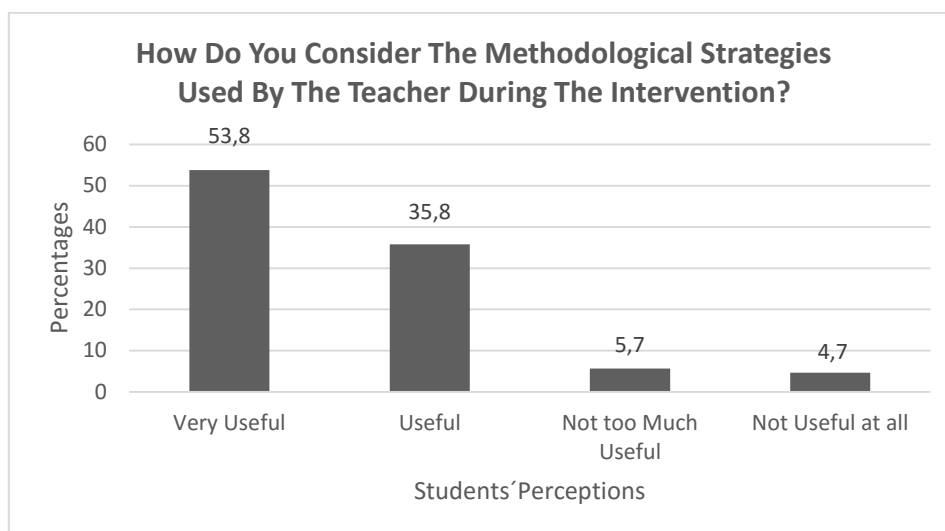


Figure 18. Students' Perception of the New Teacher's Methodology

A Likert-scale was used to determine how helpful these strategies resulted after the intervention. Results showed that students perceived an encouraging shift in applied classes' activities during the intervention. See figure 18. The figure reads that 90% of the students alleged that the variation in the teacher's methodology was positive. It was relevant to ask this question in order to compare it to the students' perception about their change in motivation after the intervention ended.

As previously mentioned, students' levels of motivation were also pursued in order to appreciate if they felt more motivated after the treatment in which some inductive and deductive methodological strategies were applied to enhance students' grammar comprehension.

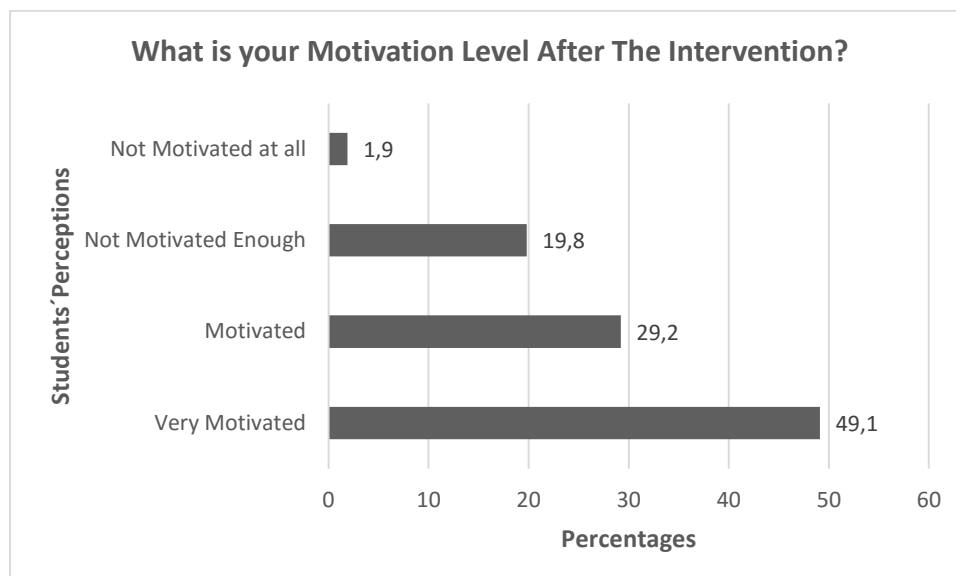


Figure 19. Students' Motivation to learn English after the Intervention

In order to gather this information a question that used a Likert scale was included in the questionnaire to determine to what degree students perceived their motivation at the end of the intervention. Figure 19 gives a clear presentation of the different four levels which shows that the majority of the students felt more motivated with a 78% of positive responses against to the 22% of students who did not feel motivated enough.

The data gathered from the previous questions posted on the final questionnaire presents a comprehensive picture of students' motivation. It can be said that most students felt motivated and very motivated to learn English. Further discussion will be done in chapter V.

4.2. Qualitative Data Analysis

4.2.1. Teacher Journal

During the intervention, a teacher's journal was completed to record some relevant situations and commentaries that the students might have had relating to the activities done throughout the treatment. As was expected some of the strategies used, had more impact than others had and presented different reactions among the students. This qualitative type of data



was used primarily to monitor preferences involving the activities done throughout the whole process and to triangulate all the information gathered.

After the data collected in the journal was considered, it can be observed that students, most of the time, had positive reactions towards the activities developed in class during the intervention. They seemed motivated by most of the tasks presented during the treatment, mainly because activities took them less time to be completed. As we know, not all students learn in the same way, which is why using an inductive and deductive instruction appeared to be a broader way to cover most of the students' needs and abilities towards learning a foreign language.

Observations regarding students' performance and perceptions were documented in the teacher's journal. Before the intervention began, notes such as the following were written down: "Students seem to be very excited about the implementation of the new methodology"; "They expect to have some of the strategies suggested in the background questionnaire, included in the upcoming module." These entries show students agreement for a change in the methodological strategies when comparing to their prior experiences. All notes from the journal were taken into account in order to plan different activities for the intervention, while trying to choose strategies that could offer less anxiety in order to increase motivation, leading to more self-confident students after the treatment.

Annotations during the intervention read: "Even though students enjoyed the video, they stated that they feel more confident using the grammar cards instead of watching the video over again." "Practice exercises aid students on clearing any doubts about grammar structures, especially when students use the board to write examples with the help from the rest of the class." These remarks indicate that students perceived some deductive strategies more helpful than others, especially when taking written tests: "Some students assumed that



they need to learn grammar well in order to pass a standardized test, to be able to travel abroad and to get accepted in a temporal working program during their two-month school vacation”. These comments can confirm the fact that students’ specific purposes, actually influenced their motivation to learn English as a foreign language.

Additionally, some insights from the teacher after the intervention read: “After the students took the post-test, they said that they feel more prepared to take another one eventually.....even though they still think English is a difficult language to learn.” Other entries read: “Students have a positive attitude while completing the post-test, they look more relaxed” and “When the post-test ended students stated they could perceive their improvement on grammar structures and more drills.” These statements coincide with students’ answers to their final questionnaire. Its analysis showed the relationship between their perception about a better understanding of grammar features and their perception of improvement and confidence to take new written tests.

To conclude, the analysis of the results of this study shows that by using both approaches, inductive and deductive, teachers can aid their students to gain better grammar acquisition. If we combined a variety of different ways to teach certain grammatical features, it is possible to obtain better outcomes than if we are only using one approach. Although this research showed that the application of inductive and deductive methodological strategies gave positive results and some advantages, it is reasonable to mention that every context is different and each student is unique and has many different reasons to learn a foreign language. There are many variables to take into consideration regarding people, facilities, human resources, and many more that should be analyzed before applying any strategies in the classroom.



CHAPTER V: DISCUSSION

5.1. Conclusions

This study aimed to deliver some understandings about the application of different inductive and deductive methodological strategies used in the EFL classroom. Since each student has a particular way of learning, the application of both deductive and inductive instructions combined seemed to be more beneficial than applying one alone. This chapter discusses the effects that the use of inductive and deductive approaches had on students'



grammar improvement after the intervention. It also compares its results to different studies done in the field to corroborate the findings.

Before moving on to the study's conclusions, it is considered relevant to recall the original research question which assisted as a starting point for this study. These state as follows:

- To what degree does the application of inductive and deductive strategies enhance students' grammar learning?

5.1.1. Effects of Inductive and Deductive Approaches on Grammar Learning

Quantitative data was collected before and after the application of different inductive and deductive methodological strategies in the EFL classroom. Besides, a pre-test and a post-test were administered to the participants in order to determine any grammatical gains once the results from both tests were compared. Based on the study results, the questions were answered positively, due to the increase in the final scores comparing to the test before the intervention. Thus, 80% of students showed a very significant improvement after the intervention. This interpretation is based on the total scores according to the Ministry of Education, however, not all questions presented significant differences. For example, questions 1, 13, 20, which corresponded to conditionals grammar topic, did not present an improvement.

Therefore, the effects on participants' grammar acquisition were evident which leads the author to affirm that the use of inductive combined with deductive strategies enhance students' grammatical skills considerably.

In order to devise some discussion from the results previously mentioned, it seems necessary to state that there are limited studies that have used inductive and deductive



approaches simultaneously in the same intervention. Thus, this study does not have the opportunity of comparing its results with other similar research.

Findings can be discussed over certain theories and studies, which assert that the inductive approach is more beneficial than deductive methodologies. Although, there are researches that affirm that the deductive method are better in language learning. Nonetheless, after the analysis of the results, it was evident that the students preferred explicit instruction of different grammar features and it seemed to aid them better on developing some grammar exercises. These affirmations contrasted Krashen's theory (1982) which sustains that if the students are exposed to sufficient input in the target language, they will acquire language implicitly without any explicit presentation of grammar rules. However, one aspect that the present study agrees with this author's theory is the fact that the affective filter related to motivation seems to be a crucial factor which can increase language acquisition due to the gain of confidence when students present low anxiety levels. This particular matter will be further discussed in the next section.

Moreover, the results of this study also agreed with Dekeyser (1995) who states that grammatical rules should be presented explicitly to students, and apply these rules on practice exercises. The author also affirms that in order to develop communicative skills students have to be exposed to the language without paying attention to grammar features to learn a language in an implicit way. These statements point out the importance of the inductive and the deductive approaches combined to learn a foreign language.

According to the literature review, proficiency in the target language should be completed when the appropriate instruction is delivered to the students. Thus, benefits from significant exposure need to be blended with some consciousness of grammar rules (Basturkmen, Loewen, & Ellis, 2004). This statement supports the application of implicit and



explicit instruction to improve language learning. Furthermore, the *Acquisition and Learning Hypothesis* by Krashen (1982), assumes that second language learners have an independent mean called *acquisition* and another called *learning*. The first refers to the subconscious process of “*picking up*” a language and the latter has to do with conscious knowledge of the language being aware of the rules and being able to talk about them. These two processes explicitly referred to the inductive and deductive learning, which are directly involved and related to learn and acquire a second or foreign language. This theory supports the findings of this study because these two processes can aid in the learning a new language. Thus, students felt more confident and got better scores on the posttest after the intervention which had the application of both methods.

The findings of this study also concur with the conclusion of Haight, Herron, and Cole’s (2007) research which supports the benefits of guiding instruction along with students’ participation and involvement in their own learning process to construct meaning and form, through the application of both methods instead of the isolated deductive instruction alone.

5.1.1. Perceptions of Inductive and Deductive Approaches

Qualitative data was gathered, analyzed and then triangulated with the notes on the teacher’s journal. Opinions from the questionnaires and the journal show encouraging results towards inductive and deductive methodological strategies after the intervention. Thus, students’ confidence increased after the treatment, especially on students’ willingness to continue learning English. Krashen (1981) states that factors as motivation and self-confidence appear to aid second language acquisition. The results from the final questionnaire of this study coincide with this information. This data showed that most of the students perceived a positive impact regarding methodology applied during the intervention. This impact affected students’ self-confidence positively while doing different tasks in the



classroom. Data from the teacher's log also agreed with these statements as remarks read that students look relaxed and confident while performing the class activities, especially the closing ones where they have to produce grammar learned throughout the week.

Effects on both, grammar and motivation were promising after the intervention. However, a positive impact on students will depend on their unique context (social and academic) and personal background and future interests. This statement agrees with research done by Wang (2009), who asserts that even though motivation plays an essential role in language learning, other factors such as learning cognitive style, learning strategies, aptitude, and attitude are also crucial in the foreign language process. Another statement, worth discussing, will be the importance of each learner's characteristics and needs. According to Celce-Murcia (1985), these facts will be determined on the degree of grammar focusing during a course. This particular issue has relevance to this study due to the relationship between students' expectations and needs and the improvement on their grammar understanding. Therefore, grammar improvement has much to do with students' concerns and reasons why they are learning a new language.

Since this study focuses on different methodological strategies that should enhance motivation and language learning, research carried out by Brown (1980) identified a type of motivation called *Task Motivation*. It has to do with how teachers design and plan learning activities that would lead students to get a better performance increasing their confidence that progressively develop a connection for second language learning. Thus, learning a foreign language undisputable need some degree of motivation.



5.2 Limitations and Recommendations for Future Research

The study has some limitations that must be taken into account. First, the generalizability of the findings is limited, due to the number of participants involved in the research study, even though in this study a significant number of students participated (114), the results would never be generalized because of the group's context and purposes to learn the target language.

As mentioned in the previous section, factors such as age, learning context, motivation to learn, English background experience, among other; positively influence on students' ability to learn. Besides the fact that the community at large does not use English is also a concern in learning a foreign language. These participants' unique features make this study's results applicable to the specific context where the intervention was conducted. Therefore, a further research can be conducted with a different type of participants and in different contexts like at a university level or elementary students to see if same favorable findings will occur; besides a larger sample is also suggested.

Since this study compared results from a pre and a posttest only, a better scenario is recommended (control and experimental groups) for further research on the field of the inductive-deductive instruction in order to sustain improvement of the participants involved in a research study. Another limitation among testing would be the fact that the study used only a multiple-choice evaluation. Since the research focus on both approaches, inductive as well deductive methodologies, the ideal evaluation setting would be using the target language in context by applying different techniques such as dialogues, essays, role-plays and projects. Nevertheless, analyzing this type of data with a considerable sample could have been a paramount work to interpret and evaluate in order to get the final results.



Another limitation involved in this study is the timeframe in which the whole intervention was conducted. This intervention was delivered during a regular curriculum unit at the school where the study took place. Since the study lasted only six weeks (35 periods), a longer-term investigation is advisable for future research, in order to achieve more reliable results and to find out if a deductive-inductive instruction has positive effects on grammar acquisition in the EFL classroom. Although the participants involved in this study showed considerable improvement after the treatment, it might be more meaningful to conduct longer-term research to corroborate this study's findings.

In regards to methodological strategies and due to the short-term intervention, implementing a more extensive diversity of teaching techniques could have had a more significant impact on students' improvement and grammar retention for further use of the target language. However, oral production data of the targeted structures during the regular class time was not collected, so future research will need to be conducted regarding this matter.

In summary, even though some limitations of the present study were previously highlighted, the author strongly recommends further research on the field of the inductive and deductive instruction to enhance any skill in English language learning.

5.3. Implications

The present study contributes to the field of language teaching in an EFL classroom setting, especially in Ecuadorian contexts, in which this type of research is scarce. This study also expects to enhance with some knowledge to the English teaching field, despite its limitations. Also, it seeks to contribute to the limited research done with high school students



in the Ecuadorian context relating to grammar acquisition. Moreover, the fact that this study used a mixed methods perspective, it adds more benefits to the field, due to the significant qualitative and current quantitative research on inductive and deductive methodological strategies used in the EFL classroom.

Nevertheless, the application of inductive-deductive instruction has not been considered much to improve English knowledge, especially regarding grammar learning. Additionally, most of the existing research in the field has been focused on the effectiveness of one of this instruction separate from the other. The idea of implementing both types of approaches, combining explicit and implicit strategies in the EFL classroom, could have a significant impact on students' unique way of learning a foreign language. By using a variety of valuable techniques, individual abilities might be potentiated embracing students' aptitude to grasp grammar features more accurately.

Studies previously mentioned in the literature review showed the necessity of increasing the amount of research combining both approaches, including deductive and inductive methodological strategies in the English teaching practice. The techniques used in the present study were chosen according to students' preferences and timeframe available to conduct the investigation. Thus, different strategies should be considered according to students' needs and class outcomes. Time and resources should also be taken into account in order to obtain desirable results.

To conclude, the study's outcomes showed that the implementation of different inductive and deductive methodological strategies gets to foster students' grammar acquisition, in a high school Ecuadorian setting. First, the combination of both approaches covers most of the teaching techniques available nowadays, which gives to this combined instruction more opportunities to reach more ambitious objectives at the end of a course.



Second, taking advantage of students' diverse ways of learning; teachers have the chance to include useful and creative activities to get students' attention in order to improve their grammatical skills and even their motivation to learn a new language. Finally, the inductive-deductive approach should also be considered too, not only to enhance grammar but to develop all other skills.

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APPENDICES

APPENDIX 1: Permission from Asuncion School



UNIDAD EDUCATIVA
LA ASUNCIÓN

Cuenca, mayo 15 de 2016


Licenciada
Grace Catalina Mogollón Villavicencio
DOCENTE DE LA UNIDAD EDUCATIVA PARTICULAR LA ASUNCIÓN
Ciudad

De mi consideración:

Me permito comunicar a usted, para los fines pertinentes, que este rectorado aprobó su petición para aplicar su Proyecto de Tesis de Grado de Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera de la Universidad de Cuenca, cuyo tema es: "The effects of Inductive and Deductive Instruction on Grammar Acquisition in the Sophomore EFL Classroom at Asunción High School" (Los efectos de la Instrucción Inductiva y Deductiva en el Aula de Inglés como Idioma Extranjero de la Unidad Educativa La Asunción), cabe mencionar que dicho proyecto se aplicará con los estudiantes de bachillerato general unificado paralelos 4,5 y 6.

Sin otro particular me suscribo.

Atentamente.


Ing. Patricio Feijoo Calle
RECTOR



PBX (593 7) 2816998 2880014
2885585 2884017 2883234
Av. 24 de Mayo 7-77 y Hernán Malo



APPENDIX 2: Participant Consent Form

Consentimiento para Participar en Investigaciones Académicas

Nombre del Proyecto o Investigación: “The Effects of Inductive and Deductive Instruction in the EFL Classroom”

Investigador: Lic. Grace Mogollón

Teléfono: 0984215291

Email: gracecaty@yahoo.com

Patrocinador: Unidad Educativa La Asunción ha aprobado la realización de esta investigación. Para información detallada sobre sus derechos como participante en la investigación, contacte a Ing. Patricio Feijóo Calle, Rector de la Unidad Educativa.

Introducción

Ud. está invitado a participar en este trabajo de investigación. Este formulario describe el propósito y naturaleza del estudio y sus derechos como participante en el mismo. La decisión de participar es enteramente suya. Si decide participar por favor sírvase firmar al final de este documento.

Explicación del estudio

Los alumnos participantes en este estudio formarán parte de esta investigación, la cual no afectará de ninguna manera su rendimiento académico en la asignatura del inglés como lengua extranjera.

Confidencialidad

Toda la información recolectada será de carácter confidencial y solo será usada para propósitos de esta investigación, lo que significa que su identidad permanecerá anónima. Cualquier dato publicado de esta investigación no estará ligado de ninguna forma a su nombre.

Participación

El participar en este estudio es estrictamente voluntario. Su decisión de participar o no en el mismo no afectará sus calificaciones de ninguna manera. Si usted cambiase de opinión con respecto a su participación o si tiene alguna pregunta con respecto al mismo, por favor contacte a investigadora mediante los datos personales mencionados anteriormente o en persona en la sala de profesores del establecimiento.

Declaración del Investigador

Yo Grace Mogollón he explicado en su totalidad y en detalle el presente trabajo de investigación a los estudiantes y he discutido las actividades y respondido todas las inquietudes y preguntas a los estudiantes.

Firma del Investigador _____ **CC:** 010381933-0

Consentimiento del participante

He leído toda la información de este formulario de consentimiento. Todas mis preguntas fueron respondidas. Estoy de acuerdo en participar en este estudio de forma voluntaria.

Firma del Representante: _____ **CC:** _____

Fecha: _____

Atentamente

Lic. Grace Mogollón Villavicencio

Docente de Inglés

Adaptado de Mackey, A., & Gass, S. M. (2005). Second Language Research. Methodology and Design. New York, NY: Routledge.



APPENDIX 3: Background Questionnaire

Por favor contestar las siguientes preguntas con la mayor veracidad posible.

Datos Personales:

Nombre:

Edad:

Sexo: M ☐ F ☐

1. ¿Le gusta el inglés como asignatura? SI ☐ NO ☐

2. ¿Piensa usted que el inglés es importante para su futuro académico y/o profesional?

 SI ☐ NO ☐

3. ¿Cómo ha sido su experiencia anterior en las clases de inglés?

MUY BUENA ☐

BUENA ☐

ACEPTABLE ☐

MALA ☐

4. ¿Qué tan útil cree usted que fue la metodología de su profesor anterior?

MUY ÚTIL ☐

ÚTIL ☐

NO TAN ÚTIL ☐

NO LO SUFICIENTE ☐

MALA ☐

5. ¿Considera usted que la metodología utilizada por el profesor influye en la motivación para aprender?

SI ☐

NO ☐

6. ¿Señale qué destreza le parece más difícil de aprender?



Speaking ☐

Listening ☐

Reading ☐

Writing ☐

Grammar ☐

7. ¿Cómo le gustaría que se enseñe la gramática inglesa?

.....

8. ¿Qué estrategia metodológica o actividad le gustaría que se incluya en las clases de inglés?

.....

Gracias por su colaboración.

APPENDIX 4: Pre and Post-Test



Read and choose the correct option.

1. If Joy had found the lost dog, she it home with her.

A will take

B would have taken

C would take

2. I wish I the concert, but I had to study.

A saw

B had seen

C would see

3. If I had more free time, I at a charity.

A had volunteered

B will volunteer

C would volunteer

4. If only I more, I would have passed the exam.

A would study

B studied

C had studied

5. Last night was terrible! I wish I.....to the party.

A hadn't gone

B had gone

C went

6. the shelter raises more money, it will close.

A If

B Since



C Unless

7. You litter in the park; it's against the law.

A can't

B shouldn't

C mustn't

8. Jack, house burnt down, is now homeless.

A whose

B who

C where

9. The river runs through our city is very polluted.

A where

B who

C which

10. We to work today; it's a holiday.

A mustn't

B shouldn't

C don't have to

11. Peter go on a hike through the woods; he has a broken leg.

A can't

B doesn't have to

C mustn't

12. The campsite we go in the summer has a recycling program.

A when

B where



C which

13. If you a special suit and helmet while wok racing, you'll hurt yourself.

A won't wear

B don't wear

D wear

14. When you in the sun for too long without sunscreen, you get sunburned

A will stay

B are staying

C stay

15. If the weather is nice, we to the beach.

A 'll go

B go

C 're going to go

16. She wishes she in Canada.

A lives

B lived

C had lived

17. I wish I French.

A speak

B had spoken

C spoke



18. If Caroline on the trip, she would have enjoyed it.

A will go

B went

C had gone

19. If we don't stop deforestation, we the rainforests.

A will lose

B would lose

C will have lost

20. If Janet in France, she would speak French right now.

A would study

B studied

C had studied

Total: /20



APPENDIX 5: Lesson Plans

Activity Plan 1: Conditionals Type Sentences 0-1-2-3

ACTIVITY PLAN 1	
CLASS:	Sophomore
GRAMMATICAL TOPIC:	Conditionals Type Sentences 0-1-2-3
LANGUAGE LEVEL:	B1.2
GENERAL OBJECTIVE	To identify and understand the use of conditional sentences through the application of different methodological strategies.
LEARNING OUTCOMES:	<ul style="list-style-type: none"> Use the different conditional sentences grammatically correct. Apply conditional sentences accurately within a context.
TIME:	14 periods (40 minutes each period)

WHAT ARE THE STUDENTS GOING TO LEARN?	HOW ARE THE STUDENTS GOING TO LEARN? LEARNING ACTIVITIES	RESOURCES	EVALUATION													
			ACHIEVEMENT INDICATORS	TECHNIQUES OR INSTRUMENTS												
<p>Recognizing all four conditionals for social and academic purposes.</p> <p>Using conditional sentences in a context.</p>	<p><u>Deductive Strategies:</u></p> <p>- Explain students the uses and structures of the zero and first conditionals using an explanatory table on the board.</p> <table><tr><th colspan="2">CONDITIONALS TYPE 0/1</th></tr><tr><th>IF – CLAUSE</th><th>MAIN CLAUSE</th></tr><tr><td>0 conditional general truth or scientific fact</td><td>If/when + simple present Simple present</td></tr><tr><td></td><td>If you drop ice in water, it floats</td></tr><tr><td>1st conditional likely to happen in the present/future</td><td>If + simple present Will, imperative, modal verbs</td></tr><tr><td></td><td>If it rains, we will stay home</td></tr></table> <p>- Make students write some examples of their own.</p> <p>- Have students complete a grammar worksheet.</p> <p>- Write a small paragraph using these two conditionals.</p> <p><u>Inductive Strategies:</u></p>	CONDITIONALS TYPE 0/1		IF – CLAUSE	MAIN CLAUSE	0 conditional general truth or scientific fact	If/when + simple present Simple present		If you drop ice in water, it floats	1 st conditional likely to happen in the present/future	If + simple present Will, imperative, modal verbs		If it rains , we will stay home	<p>-Prime Time 4 Book</p> <p>- Videos</p> <p>-Whiteboard</p> <p>-Interactive CD</p> <p>-Dictionary</p> <p>-Computer Lab</p> <p>-Projector</p> <p>-Speakers</p>	<p>Learners can demonstrate an ability to apply the structures given using level-appropriate language in social and classroom interaction.</p>	<p>-Observation</p> <p>-Checklist</p> <p>-Rubrics</p> <p>-Reading Comprehension</p> <p>-Grammar worksheets</p> <p>-Multiple choice test.</p>
CONDITIONALS TYPE 0/1																
IF – CLAUSE	MAIN CLAUSE															
0 conditional general truth or scientific fact	If/when + simple present Simple present															
	If you drop ice in water, it floats															
1 st conditional likely to happen in the present/future	If + simple present Will, imperative, modal verbs															
	If it rains , we will stay home															



	<ul style="list-style-type: none">- Talk to the students about what they would do if they had three months to do whatever you wanted.- Elicit answer and encourage discussion.- Have students look at the pictures and read the title of the story.- Make students predict the content of the text.- Read the text and have students highlight all conditional sentences they find in the text.-Make students tell the examples to the class.-Reread the text and answer the questions. Have them justify their answers.- Make students write some examples of their own. <p style="text-align: center;"><u>Deductive Strategies:</u></p> <ul style="list-style-type: none">- Have the students make a grammar card for their reference about all four conditionals. <div><p>Conditionals: types 0/1/2/3</p><p>Conditional clauses consist of two parts: the if-clause (hypothesis) and the main clause (result).</p><p>When the if-clause comes before the main clause, the two clauses are separated with a comma. <i>If I go to Paris, I will send you a postcard. – I will send you a postcard if I go to Paris.</i></p><table><tr><th></th><th>IF-CLAUSE (hypothesis)</th><th>MAIN CLAUSE (result)</th></tr><tr><td>0 conditional general truth or scientific fact</td><td>if/when + simple present <i>If you drop ice in water, it floats.</i></td><td>simple present</td></tr><tr><td>1st conditional real, likely to happen in the present/future</td><td>if + simple present <i>If it rains, we will stay home.</i></td><td>simple future, imperative, can/ must/may, etc + bare infinitive</td></tr></table></div>		IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)	0 conditional general truth or scientific fact	if/when + simple present <i>If you drop ice in water, it floats.</i>	simple present	1 st conditional real, likely to happen in the present/future	if + simple present <i>If it rains, we will stay home.</i>	simple future, imperative, can/ must/may, etc + bare infinitive			
	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)											
0 conditional general truth or scientific fact	if/when + simple present <i>If you drop ice in water, it floats.</i>	simple present											
1 st conditional real, likely to happen in the present/future	if + simple present <i>If it rains, we will stay home.</i>	simple future, imperative, can/ must/may, etc + bare infinitive											



2nd conditional <ul style="list-style-type: none"> • <i>unreal situation in the present/future</i> • <i>advice</i> 	if + simple past <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I were you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive		
3rd conditional <ul style="list-style-type: none"> • <i>imaginary situation in the past</i> • <i>regrets</i> • <i>criticism</i> 	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but he didn't)</i> <i>If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle		

- Using the grammar cards, have students write some positive and negative sentences with all conditional forms.




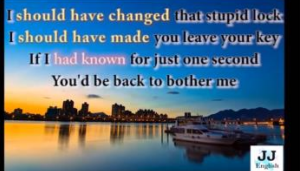
- Have students work in groups bringing some pictures and writing conditional sentences about them following each conditional grammatical structure.

If I had pressed 'save', I wouldn't have lost my file.

Inductive strategies:

- Have students watch a video, encourage them to discuss it.




	 <p>stop factories pouring chemicals into lakes and rivers</p> <p>Governments should pass laws to stop factories pouring chemicals into lakes and rivers.</p>  <ul style="list-style-type: none"> - Ask students questions about what they would do if they were in the same situations. - Make students write about their favorite story and why. - Give students a comic template, have them create a comic strip of their own using the different conditionals. - Have students listen to some song and encourage them to identify the “if clauses.” <div>   </div>			
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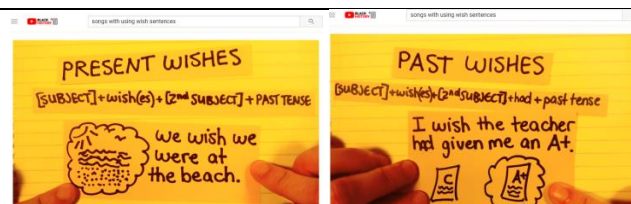
Activity Plan 2: Wishes

ACTIVITY PLAN 2



CLASS:	Sophomore
GRAMMATICAL TOPIC:	Wishes
LANGUAGE LEVEL:	B1.2
GENERAL OBJECTIVE	To identify and understand the use of wishes through the application of different methodological strategies.
LEARNING OUTCOMES:	<ul style="list-style-type: none"> Use the wishes sentences grammatically correct. Apply wishes accurately within a context.
TIME:	Nine periods (40 minutes each period)

WHAT ARE THE STUDENTS GOING TO LEARN?	HOW ARE THE STUDENTS GOING TO LEARN? LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			ACHIEVEMENT INDICATORS	TECHNIQUES OR INSTRUMENTS
<p>Identifying the types of wishes for social and academic purposes.</p> <p>Applying knowledge within a context.</p>	<p><u>Inductive Strategies:</u></p> <ul style="list-style-type: none"> - Write some examples using wishes on the board. - Have students read the sentences and tell which sentence refers to the present? Past? - Have students infer the rules by writing some examples on the board. - Have students watch and listen to a music video to identify some wishes examples.  <p><u>Deductive Strategies:</u></p> <ul style="list-style-type: none"> -Have students watch a video explaining structures and uses for wishes. 	<ul style="list-style-type: none"> -Prime Time 4 Book - Videos -Whiteboard -Interactive CD -Dictionary -Computer Lab -Projector -Speakers 	<p>Learners can demonstrate an ability to apply the structures given using level-appropriate language in social and classroom interaction.</p>	<ul style="list-style-type: none"> -Observation -Checklist -Rubrics -Reading Comprehension -Grammar worksheets -Practice exercises



- Ask students to make their grammar card about wishes for future reference.

Wishes

We can use *wish/if only* to express a wish.

FORM		USE
+ simple past/ past progressive	He wishes he was/ were on vacation now, (but he isn't) If only the bus wasn't/ weren't running so late, (but it is)	to say that we would like something to be different about a present situation
+ past perfect	I wish I had accepted their offer, (but I didn't) If only I hadn't bought those books, (but I did)	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	I wish you would stop interrupting me all the time. If only mom would allow me to stay out later.	to express: • a polite imperative • a desire for a situation or person's behavior to change

If only is used in exactly the same way as *wish* but it is more emphatic or more dramatic. We can use *were* instead of *was* after *wish* and *if only*. I wish I weren't/wasn't so busy.

- Have students fill in the sentences given using the Wishes grammar card.
- Make students complete a grammar worksheet.

Inductive Strategies:

- Ask students what things they wish were different in the future and what they would have changed in the past for a better present.
- Elicit answers from the students to get a discussion about



	<p>it.</p> <ul style="list-style-type: none"> - Have students write a paragraph about their thoughts. - Encourage students to share their writings with the class. <p><u>Deductive Strategies:</u></p> <ul style="list-style-type: none"> - Ask students to form groups to make flash cards with pictures and write sentences using the different wishes forms by guiding themselves with the grammar card. - Make students complete the sentences with their wish for each situation. - Have students make a grammar chart for classroom further reference. 			
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Activity Plan 3: Modal Verbs

ACTIVITY PLAN 3	
CLASS:	Sophomore
GRAMMATICAL TOPIC:	Modal Verbs
LANGUAGE LEVEL:	B1.2
GENERAL OBJECTIVE	To identify and understand the use of modal verbs through the application of different methodological strategies.
LEARNING OUTCOMES:	<ul style="list-style-type: none"> ▪ Use modal verbs grammatically correct. ▪ Apply modal verbs accurately within a context.



TIME:	6 periods (40 minutes each period)
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WHAT ARE THE STUDENTS GOING TO LEARN?	HOW ARE THE STUDENTS GOING TO LEARN? LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			ACHIEVEMENT INDICATORS	TECHNIQUES OR INSTRUMENTS
<p>Recognizing the types of modal verbs for social and academic purposes.</p> <p>Using knowledge within a context.</p>	<p><u>Inductive Strategies:</u></p> <ul style="list-style-type: none"> - Show students some pictures of some concerns regarding some technological devices they use. - Encourage students to participate in giving some advice about how to avoid some health problems from using them. - Read the text and have students identify the use of some modal verbs. - Discuss the different modal verbs have within the context of the reading. - Have students reread the text and complete the sentences. - Find information about some health problems and make students write suggestions about them. <p><u>Deductive Strategies:</u></p> <ul style="list-style-type: none"> - Make an explanatory table on the board and explain students the different modal verbs use. 	<ul style="list-style-type: none"> -Prime Time 4 Book - Videos -Whiteboard -Interactive CD -Dictionary -Computer Lab -Projector -Speakers 	<p>Learners can demonstrate an ability to apply the structures given using level-appropriate language in social and classroom interaction.</p>	<ul style="list-style-type: none"> -Observation -Checklist -Rubrics -Reading Comprehension -Grammar worksheets -Practice exercises



MODAL VERBS and HAVE TO		
Basic meanings		
CAN	Ability Permission Possibility Request	Pat CAN ride a horse CAN I come tomorrow? It CAN be possible CAN I have a coke, please?
COULD	Past Ability Permission Possibility Polite Request	Pat COULD come yesterday COULD I open the door? It COULD be Peter COULD I borrow your car?
MUST MUSTN'T	Obligation Prohibition	You MUST be here at 7 You MUSTN'T play with fire
SHOULD	Advice or Recommendation	You SHOULD eat more fruit
MAY	Permission Possibility	MAY I come in? She MAY come with us
MIGHT	Permission Little Possibility	MIGHT I talk to you? I MIGHT go.
HAVE TO DO NOT HAVE TO	Obligation Lack of obligation	You HAVE TO finish it now You DON'T HAVE TO do it.

- Have students rewrite some sentences using the correct modal verbs according to its use.
- Explain students about the past modal and their uses writing some examples on the board.
- Ask students to make a grammar card about all modal verbs.
- Make students complete the sentences using their grammar card.
- Have students complete a grammar worksheet.

Activity Plan 4: Relative Clauses

ACTIVITY PLAN 4	
CLASS:	Sophomore
GRAMMATICAL TOPIC:	Relative Clauses
LANGUAGE LEVEL:	B1.2
GENERAL OBJECTIVE	To identify and understand the use of relative clauses through the application of different methodological strategies.



LEARNING OUTCOMES:	<ul style="list-style-type: none"> ▪ Use relative clauses grammatically correct. ▪ Apply relative clauses accurately within a context.
TIME:	6 periods (40 minutes each period)

WHAT ARE THE STUDENTS GOING TO LEARN?	HOW ARE THE STUDENTS GOING TO LEARN? LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			ACHIEVEMENT INDICATORS	TECHNIQUES OR INSTRUMENTS
<p>Distinguishing the types of relative clauses for social and academic purposes.</p> <p>Applying knowledge within a context.</p>	<p><u>Deductive Strategies:</u></p> <ul style="list-style-type: none"> - Write the different relative clauses on the board and discuss with the students their meanings. - Encourage students to use relative clauses in different examples. - Make a grammar chart on the board writing some examples and pointing out the different uses of each relative clause. - Make students identify which relative adverbs are for: people, places, things, and possession. - Have students form groups and make a grammar card. 	<ul style="list-style-type: none"> -Prime Time 4 Book - Videos -Whiteboard -Interactive CD -Dictionary -Computer Lab -Projector -Speakers 	<p>Learners can demonstrate an ability to apply the structures given using level-appropriate language in social and classroom interaction.</p>	<ul style="list-style-type: none"> -Observation -Checklist -Rubrics -Reading Comprehension -Grammar worksheets -Practice exercises



	<p>Relatives – Relative Clauses</p> <p>Use</p> <ul style="list-style-type: none"> We use relative pronouns (<i>who/whose/which/that</i>) and relative adverbs (<i>where/when/that/why</i>) to introduce relative clauses. We use relative clauses to identify/ describe the person/place/thing in the main clause. <p style="text-align: center;">Relative Clause</p> <p style="text-align: center;"><i>The man who won the award is our neighbor.</i></p> <ul style="list-style-type: none"> We use who/that to refer to people. <i>The students who/ that were late for class had to stay back an extra hour.</i> We use which/that to refer to objects or animals. <i>The package which/that is on my desk arrived for you this morning.</i> We use where to refer to places. <i>That's the store where they serve frozen yogurt.</i> We use whose with people, animals, and things to show possession. <i>She's the woman whose sons are in a rock band.</i> We use why to give a reason. <i>This is the real reason why Chris is upset.</i> <p>- Have students complete a grammar worksheet using the grammar card.</p> <p style="text-align: center;"><u>Inductive Strategies:</u></p> <ul style="list-style-type: none"> - Read the text and have students find examples in the text. - Encourage students to share the examples with the class. - Have students look at some pictures to write a small story using relative clauses. - Have students make some flash cards and write sentences about them. <div data-bbox="728 1046 945 1193" data-label="Image"> </div> <p style="text-align: center;"><i>Shelly, who loves animals, is a vet.</i></p>			
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APPENDIX 6: Final Questionnaire

1.- Desde su experiencia personal responda: ¿Qué estrategia de aprendizaje cree usted que le ha ayudado a entender mejor la gramática? Nota: Encierre en un círculo un número, recuerde que 1 es poco y 4 es mucho.

Lecturas

1	2	3	4
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Videos

1	2	3	4
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Tarjetas de Gramática

1	2	3	4
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Cuadros explicativos

1	2	3	4
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Ejercicios de práctica

1	2	3	4
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Hojas de trabajo

1	2	3	4
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2.- ¿En qué área considera usted que ha mejorado más?

Speaking

1	2	3	4
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Listening

1	2	3	4
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Reading

1	2	3	4
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Writing

1	2	3	4
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Grammar

1	2	3	4
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3.- ¿Se siente más preparado para rendir alguna evaluación de inglés?

1	2	3	4
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4. ¿Considera usted que se siente más seguro(a) al realizar diferentes actividades de gramática en la clase?

MUY SEGURO ☐

SEGURO ☐

NO TAN SEGURO ☐

PARA NADA SEGURO ☐

5. ¿Considera usted que entiende mejor la gramática después de la intervención?

SÍ, ENTIENDO TODO ☐

SÍ, ENTIENDO LA MAYORÍA ☐

ENTIENDO MUY POCO ☐

NO ENTIENDO ☐

6. ¿Qué tan útiles considera usted fueron las estrategias metodológicas usadas por la profesora durante la intervención?

MUY ÚTILES ☐

ÚTILES ☐

NO TAN ÚTILES ☐

PARA NADA ÚTILES ☐

¡Gracias por su colaboración!